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1936

# Sierra

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View on Campus, Manual Arts Senior High School, Los Angeles, California

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**There are 36,500 copies of this issue**

**Organized Teachers**

**ARTHUR L. MARSH**, executive secretary, Washington State Education Association, is author of a particularly interesting and valuable book for all teachers, recently published by National Association of Secretaries of State Education Associations.

Entitled "The Organized Teachers," this manual of 100 pages deals comprehensively with the programs, problems and purposes of general teachers associations in the United States. It is a most praiseworthy source-book of information for prospective and commencing teachers.

Arthur Marsh is widely known in educational circles throughout the Pacific Northwest and the nation; he has rendered a great service to teachers everywhere in the preparation of this admirable volume.

California Teachers Association headquarters, 155 Sansome Street, San Francisco, has a supply of these books available for free distribution.

\* \* \*

**September 17**

**HONORABLE** Sol Bloom is director general of United States Constitution Sesquicentennial Commission with headquarters at 524 House Office Building, Washington, D. C. **September 17** is official date of the nation-wide observance. California teachers interested in this important observance may obtain information sheets and other material by addressing Mr. Bloom.

\* \* \*

Charles H. Lee, for 35 years a school trustee at Azusa, was honored in having the Azusa Intermediate School renamed for him. By special action the board of trustees authorized the tribute. A ceremony formally dedicating the new name will be held in October.

\* \* \*

**Health Lectures**

Associated Lecturers of Madison College, Tennessee, operating Associated Lecturers Bureau, visual education, announces three Alcoholic Education lectures with accompanying lantern slides. The slides are of superior quality all beautifully colored. One lecture is for adult audiences, one for high schools and colleges, and one for elementary schools. The last-named was prepared in co-operation with Bertha Rachel Palmer, widely known in California.

Prominent educators in many parts of the United States have heartily endorsed this movement which is headed by Julius Gilbert White. The association is a non-profit corporation organized solely for educational purposes.

Interested California school people may obtain an illustrated pamphlet describing the health and alcohol series by writing to the address given above.



# TRAVEL SECTION



## THE NEW SUPER CHIEF

*C. W. Lane, Los Angeles*

**B**ACK in 1905 the Santa Fe operated, as an experiment, the now historic Scotty Special from Los Angeles to Chicago in 44 hours and 54 minutes. Until this year the record stood as an all-time high for passenger-train speed between these points. Now the Super Chief makes this same run in a trifle over one-and-a-half days—39¾ hours.

In fact, on a week-end trip to New York, leaving Los Angeles Friday evening, arriving in Chicago Sunday just after noon and New York the following Monday morning, only one-half business day is lost. The experiment has become a safe and practical operation.

The Super Chief is drawn by the most powerful Diesel locomotive ever placed in service. With a conservatively rated 3600 horsepower, a weight of 240 tons and approximate overall length of 127 feet, the new power-house on wheels overshadows any previous application of Diesel power to light streamlined trains, to rail cars, or relatively light switching-locomotives.

Actually it is a multiple unit of two identical sections which can be operated singly or together, or coupled to any desired number of similar units, all of which can be controlled by a single operator. It thus marks the longest step that has yet been taken in

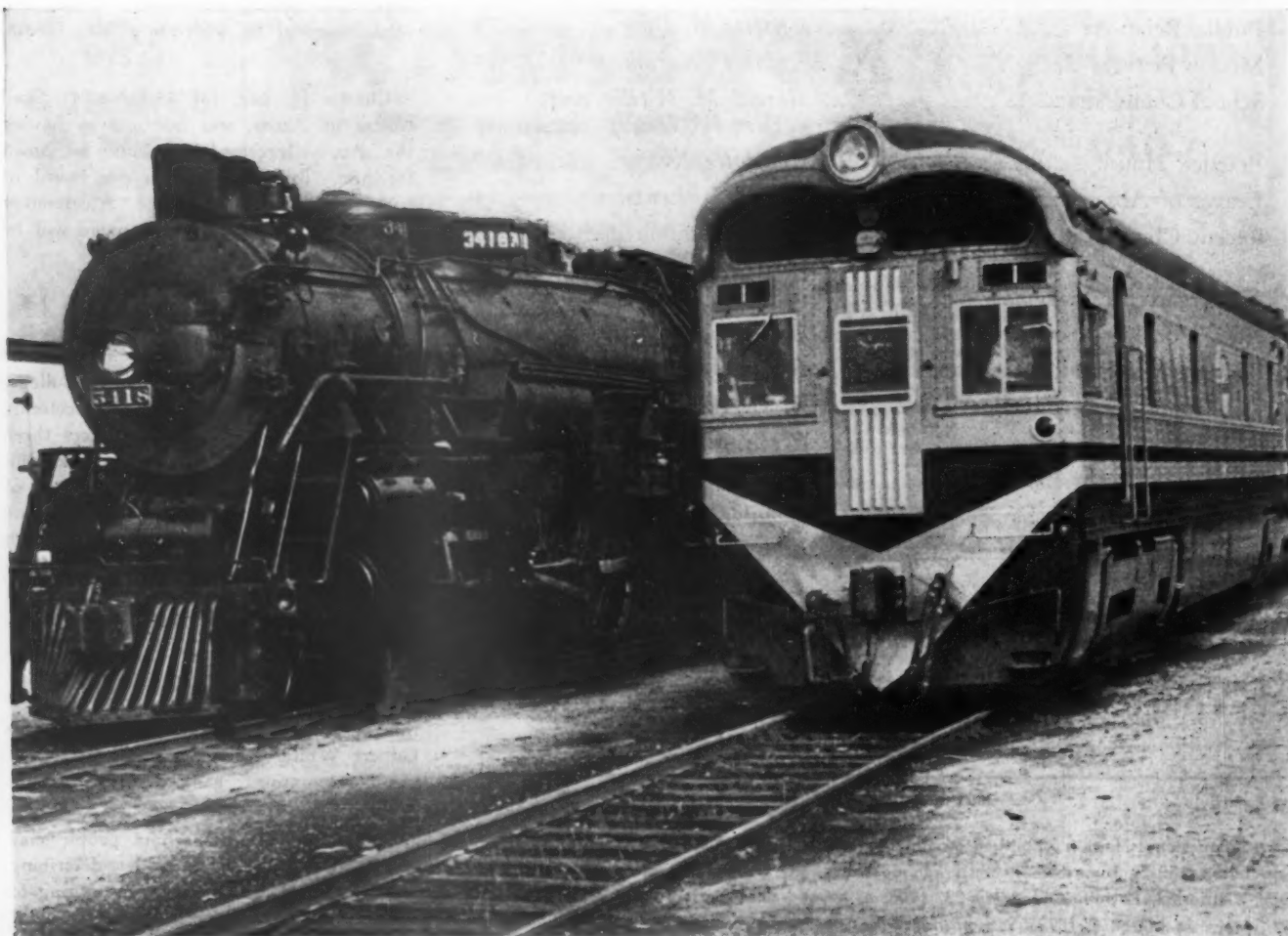
exploring the possibilities of applying the flexible and economical power of Diesels to any kind of train or main line service.

In appearance the new locomotive is unique. A pleasing effect of streamlining has been obtained for the twin units by skilful modification of the steel jackets that hide every detail of engineering apparatus; by the moulding and slope of the rather blunt ends; the flowing steel skirts, with removable sections, that cover the wheels and underbody, and the skilful handling of an attractive color scheme in black, cobalt and sarasota blues, golden olive and pimpernel scarlet.

The effect is heightened by an unusual application of the familiar Santa Fe emblem of a maltese cross in a circle, combined with the strong sloping head and streaming head-dress of an Indian Chief, that has long been used by the road in its advertising. These emblems, in full color and nearly eight feet long, take the place of the old matter-of-fact letters of identification. They are not painted on the side of the engine units, but were first drawn on heavy steel plates, enameled, baked and then riveted home.

The Diesel's principal advantages over the steam locomotives are in its weight, only 20 pounds per horsepower; its low center of gravity and rotating type motive force, per

● *The Old and the New*





mitting much higher speeds over curves, bridges and other operating checks; its faster acceleration due to the inherent characteristics of its electrical transmission; its ability to travel longer distances without servicing, reducing to a minimum the present stops for water, fuel, locomotive attention and engine changes; its comparatively inexpensive fuel, Diesel oil.

The Super Chief is now operating with de luxe first class standard pullman equipment, exceedingly roomy and completely air-conditioned. However, a recent announcement brings the news that a de luxe streamlined stainless steel train of the most modern and commodious type to be used in the operation of the Super Chief, is under construction.

**T**HE new train embodying the last word in engineering research and design will consist of eight cars, including a baggage car, dining-car, a club car, four sleepers and a sleeper-observation car. It will be of full standard size, yet will weigh only half as much as the conventional heavy steel train. Interiors of the cars will be wider than the current equipment, while skilful handling of design will permit greater commodiousness throughout. Sleeping berths will be wider than usual and bedrooms, drawing-rooms and compartments, which can be used en

suite if desired will be of generous proportions.

Thus the scene changes. The "iron horse" is fading from the picture—the heavy steel cars are being supplanted by lightweight, but just as strong, shining steel tubes of stainless steel—the railroads are turning their backs on conventional designs—all precedent is being cast aside.

The only things the American railroads are retaining of the past are knowledge born of experience and that for which they are world-famous, their watchword, their creed—safety!

But this is only the prologue. Who can tell what the future will bring in this endless drama of progress!

\* \* \*

## Railway Trains

**T**RAVEL men have various odd hobbies, but that of Eric Crickmay of Cook's New York office falls particularly into line with his business—since his hobby for years has been railways. Delving into statistics, he reports several facts not generally realized, among them two world's record railway runs which now belong to the United States.

The world's fastest start-to-stop railway run—a record held until recently by Germany—is now made, he says, by the Santa

Fe eastbound Super Chief which runs weekly, scheduled to cover the 202.4 miles between La Junta and Dodge City in 145 minutes, or at an average speed of 83.7 miles. The most rapid inter-city service in the world is maintained by the Pennsylvania electric train service between Wilmington and Baltimore. Its 27 daily trains cover this 68.5 mile stretch at a general average speed of 64.7.

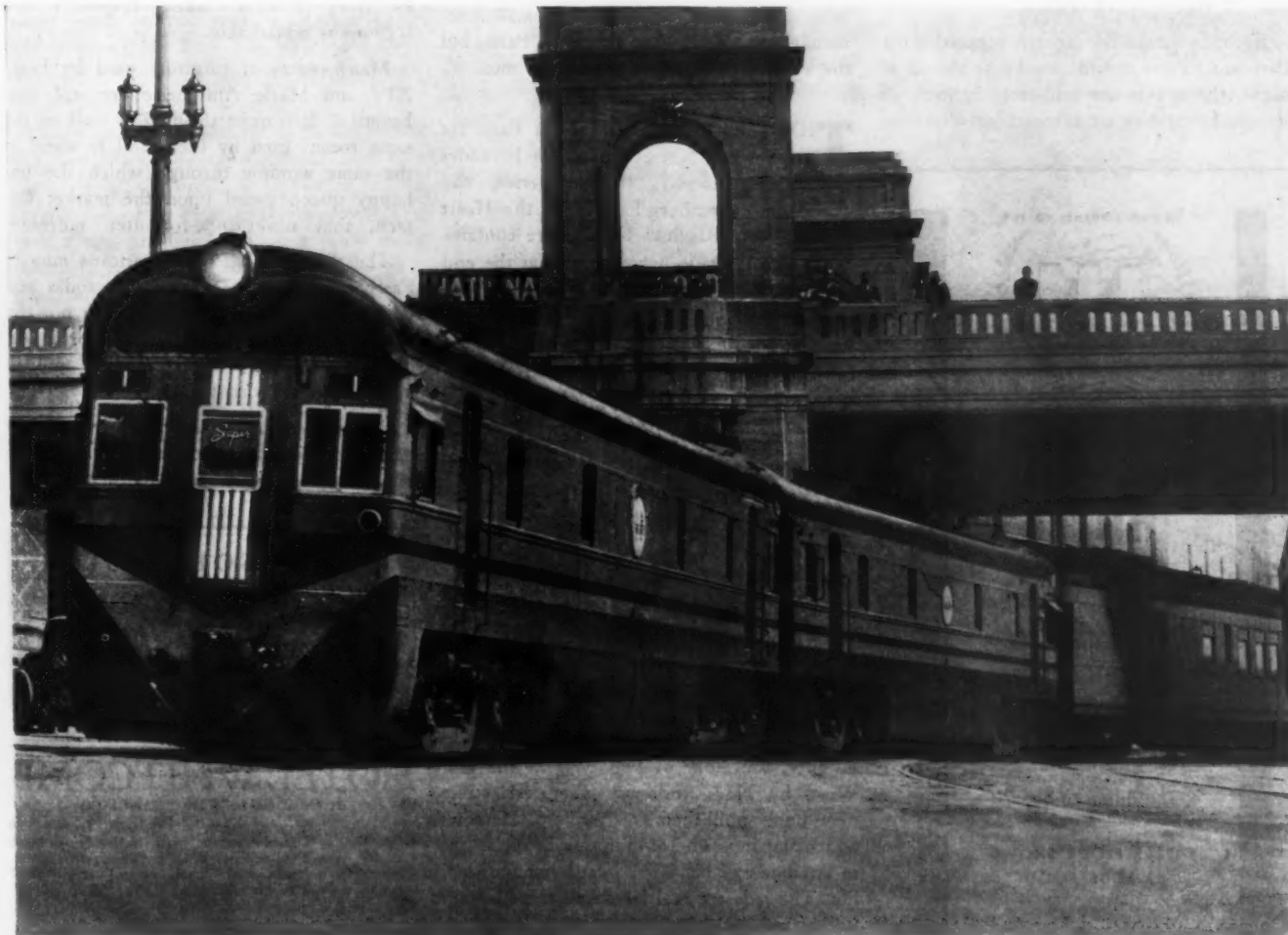
Cook's redoubtable railway expert also reports other little-known items, as follows: One of the marvels of the railway world is the train service operated by the Chicago, North Shore and Milwaukee Railroad. Although only 85 miles in length, this line has 90 runs each day scheduled at from 60 to 75 miles per hour from start to stop. This completely eclipses the showing of many railroads having an incomparably larger mileage. And it is not paper performance only for the road in question holds the gold medal for punctuality.

\* \* \*

## New Travel Head

The Board of Tourist Industry of Japanese Government Railways and Japan Tourist Bureau have announced the appointment of M. Y. Inomata as Pacific Coast representative with headquarters at Los Angeles. Mr. Inomata succeeds Iwao Yokota, who assumes new duties at New York City.

● The Super Chief arriving in Los Angeles



## PARIS

Laura J. Orr, Heber

**I**N olden times it was said, "See Naples and die," but now one thinks, "Visit Paris and live."

Truly Paris is a most fascinating and alluring city. The capital of France, the "City of Light," astonishes and enraptures at the same time.

The Seine winds in and out of the old city; her ocean of gray roofs is pierced by domes, spires, towers and tops of marvelous monuments; the soft sunlight filters through the graceful fountain. On every side one hears echoes of the past.

People go to Paris for love of beauty, curiosity and for pleasure. It is so very different from London or New York. No building in the business section is more than five stories high. Some are three. The buildings are made of gray stone almost black with age and dirt. The Champ Elysees is a beautiful avenue lined with chestnut trees. Most of the streets are paved with cobblestones.

The famous shopping districts are the Louvre, Palais Royal, Rue de Rivoli and the Rue de la Paix. The Rue de la Paix is lined with exclusive perfume shops, gown shops and hat shops. Everything in the city was very expensive. Linen and berets were the only articles priced moderately. Berets cost 12 francs or 48 cents.

Europeans take life lightly, especially the Parisians. Paris is wide awake at eleven at night; the streets are brilliantly lighted; all the outdoor tables are taken; night-clubs are

crowded; streets are filled with people; theaters play to full houses.

Lido is the most aristocratic night club and is on the famous boulevard, the Champs Elysees. We spent the evening of July 4 there. A large pool at one end adds to the uniqueness of the unusual setting. A gondola appeared. The girl in it sang Venetian Nights. It was indeed a very lovely vision. Bal du Moulin Rouge is equally famous, but it is very different; here is where the hoi poloi gather to watch the chorus of dancing girls who answer to such names as Fleur de Lotus, Pompon and Rayon D'Or. The Masque is entirely Turkish. Coveau de la Terrue is another club which attracts many people. The little pink and white tables in front of the Cafe de la Paix are usually full by six or seven. Here the waiters pay fifteen francs per week for the privilege of working and depend for their livelihood upon tips. It's liquor and tips every where in France. Seats at the Folies Bergere cost \$3.50 to \$10 American money. The shows last from 8 to 12:30, and are gorgeous spectacles, the costumes are striking and quite daring.

At the night clubs we saw some beautiful French women but the American women were much better-looking in every way. The men are usually rather small. Many have nice waxed mustaches. The aftermath of the War is seen on every side. Men minus arms, hands, legs, eyes and parts of their faces, are seen everywhere. The whole nation is heavily burdened with taxes. Gasoline costs 60 cents a gallon. There are many small automobiles and a few larger cars in Paris, but the small cars far exceed the large ones.

**T**HE most famous buildings in Paris are the Louvre, Notre Dame, the Invalides (Napoleon's tomb), the Tuilleries, the Pantheon, Luxemburg Palace and the Heart of Monmartre Basilica. The Louvre contains the Venus de Milo, which stands at the end of one of the corridors in front of a red velvet background. The Nike of Samothrace, Mona Lisa, Millet's pictures and many of Rubens are here.

The crown jewels of France are also in the Louvre but pale into insignificance compared to the English crown jewels. Napoleon's tomb is called the Invalides, because part of it was originally built to house disabled soldiers of the Napoleonic wars.

The French still love to recount the so-called glories of Napoleon and Louis XIV. They try to forget that Napoleon cost France three million men and burdened her with taxes. They forget to mention his unwarranted treatment of Josephine and his

Jerky, the story of two boys in the old West, by Ned Andrews, is an attractive new book published by William Morrow and Company. The author was brought up in Arizona and has been a cattle man all his life. The lads are real boys and the story is full of interest.

unsuccessful marriage to the Austrian Princess. They try to forget his selfish ambitions.

Malmaison contains many articles used by him on his campaigns; his canvas cot; his guns and clothes; the linen shirt and also the linen handkerchief spotted with blood (which he used in his last agonies as the guide said) are in a glass case. And after all he died an ignominious death. His last words were "The army," "France," and "Josephine." The Tomb of the Unknown Soldier is under the Triumphant Arch of Carousal and oil lamps burn night and day beside it.

### Beautiful Versailles

It would take many adjectives to adequately describe Versailles. One can hardly imagine the beauty, grandeur and magnificence of the palace. No wonder Louis exclaimed, "After us, the deluge." Immense pictures, wonderful brocades, furniture, solid gold dishes, rare carpets and tapestries are here in great numbers.

The gardens are by far the most beautiful and wonderful in all Europe. We happened to be there Sunday and saw the fountains play. Sunday is a gala day in France. All public buildings can be entered free and thousands and thousands of people were there. The French aristocracy undoubtedly could thoroughly enjoy themselves in such a palace. No wonder the peasants revolted. The artistic arrangement of trees, flowers, lakes, fountains and lagoons is remarkable.

Many pieces of furniture used by Louis XIV and Marie Antoinette are still very beautiful. It is quite thrilling to walk in the same rooms used by them and to stand at the same window through which the unhappy queen gazed upon the market women, that never-to-be-forgotten morning.

The things that most Americans miss in Paris are good coffee, ice cream sodas and ham and eggs. Neither the English nor the French know how to make even poor coffee. They use chicory and pour scalded milk in it. The result is disastrous.

Paris presents many aspects; many amusements are peculiar to itself; there are many unexpected and picturesque corners.

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# Chinese School

Madeline Davies, San Pedro Street School, Los Angeles

MY companion and I decided to visit the native city (which is the real Chinese section of Shanghai) and see a school which had not been influenced by foreigners. But how to find it!

The native city is a seething mass of humanity. Narrow streets have mats stretched overhead to keep out the heat. Hundreds of tiny shops huddle together. No one here speaks English. In the labyrinth of alleys one can easily be lost.

We had a bright idea! We would ask the hotel clerk! He didn't know, but called one of the Chinese room-boys. The latter wrote the directions in Chinese on a piece of paper. On another he penned a note to the headmaster explaining that we were visiting teachers.

We started in rickshas. Reaching the entrance to the native city, we proceeded on foot. The streets are too narrow for vehicles. As we walked along something hit me on the back of the head. On turning we saw a man with huge mounds of bird cages on his back. We wound around and in and out hoping that our coolie wouldn't desert us.

Finally we arrived at a little door which our guide opened. We entered a narrow patio lined on two sides with classrooms which were quite dark. The only light came through windows on the side opening into the patio.

No pictures adorn these classrooms; just the bare walls and old-fashioned desks in pairs.

We peered in one of the windows and saw a tall, dignified-looking teacher in a long silk coat. He read from a book in a loud voice. The boys shouted back in unison. Their instruction consists mostly in learning the legends of China.

This school is for boys only. There are no women instructors.

Recess was called. Out tumbled hundreds of boys from all the classrooms at once, shouting loudly and clustering around us. We reached over their heads and presented our note to the master. He conducted us on a tour of the grounds. These consisted of a small barren plot overgrown in spots with weeds. At our heels, by our sides, and in front of us ran the entire school. We thought of the Pied Piper! The boys shouted their ABC's in English, which was all the English they knew.

There is a meagerness of material that is in striking contrast to our schools. The rooms are drab; not a touch of color anywhere. The only materials visible are the books of the children, which they put away or take out of the desks in unison at a given signal from the teacher.

No sanitation methods were seen. Not a

visible sign of a drinking-fountain nor wash-basin.

Recess seems to be a time to see who can shout the loudest or consists of chasing the other fellow about to see who can hit the hardest. There is a complete absence of any sort of organized game.

I once asked a Chinese lad whom I had in my own classroom, if he liked American schools better than Chinese. He said, "Oh, yes, Miss Davies." So I said, "Why, Lee?" This was his answer: "There is more to do here, more to play with, you have lots more fun!"

A fine compliment! Learning in our schools was fun! Even studying in the room seemed like play to him because of our unit work. The playground apparatus simply enthralled him.

And if you think Lee did nothing but play, remember that he could not speak one word of English when he arrived. In six months he was talking fluently and helping me so much with everything we attempted in the classroom that I felt I had a cadet-teacher as my helper.

We left the Chinese city realizing how greatly the Chinese people need our help in the development of a modern program.

\* \* \*

## A Broader Self

HAVRAH BELL, teacher of English, Central Union High School, Fresno, has written an excellent and interesting travel article concerning his recent trans-Pacific voyages and Oriental tour. Although too long for publication in full we take pleasure in presenting the following excerpts:

Now for days you will sail across water far bluer than land-lubbers imagine the ocean to be. Ocean water, away from the impurities of inhabited shores, is a vivid azure blue—clean, scintillating, natural.

Sometimes you will relax in a comfortable deck chair and gaze across miles of unbroken blue sea; sometimes you will walk about the decks of your vessel four, five, six times, first learning the perimeter of your ship, so that you may know how far you have walked.

Then will come hours of stimulating conversation with well-informed and well-dressed tourists; some will be old hands at globe-trotting; others will know less than you do of the Orient. Nor must we forget, of course, the games that one associates with ocean travelling: deck tennis, backgammon, shuffleboard, ping-pong, bridge.

One day you will pass a ship at sea. Glasses will be levelled, whistle signals will be waved. You will realize that another dot upon this vast ocean of azure is returning to your native land . . . your native land! How far from home you really are!

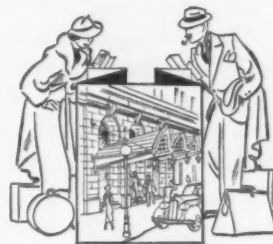
Unconsciously you rise a bit in your own estimation. To travel is to broaden one's self, you subconsciously reiterate.

## Voice Production

A COURSE, designed for California teachers, on the correct use of the voice, an extension course given at 540 Powell Street, San Francisco, and at 201 Franklin Street, Oakland.

The course, approved for one unit of credit by the University of California, covers the practical side of the correct placement of voice, breathing, whispered and applied resonance, tone-building and vowel and consonant use.

The course, listed as Voice Production, No. 770, is under the direction of G. Marston Haddock, who lectured on this subject at Stanford University. He gave a similar course at request of T. S. MacQuiddy in Watsonville earlier this year. It continues for eight weeks. The opening date in Oakland is September 3 at 4:10-6:10; in San Francisco, September 3, 7:30-9:30.



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# ASSYRIANS in CALIFORNIA

*Livingstone Porter, Supervisor of Americanization and Literacy Education  
State Department of Education, Los Angeles*

**A**BOUT a year ago I was asked to lecture at a large outdoor gathering of Armenians in Tulare County. Sitting somewhat apart from the Armenians was a small group of people, some of whom looked as if they might have stepped forth from the bas-reliefs of Nineveh. Finely-chiseled features, gleaming deep-set eyes, hair of the kind I had read about but never seen. A few of them stepped to the platform and played some music of rare beauty.

These people were Assyrians. I had studied and even taught their ancient history. The Old Testament has considerable to say about them. Assyria, from the ninth to seventh centuries B. C., had been a powerful kingdom controlling trade routes between the Mediterranean Sea and the Persian Gulf. The names of the kings, Sargon, Shalmaneser, Tiglath-Pileser, Ashurbanipal, Sennacherib, and Esarhaddon, had been familiar to me since childhood. Their realm resembled a modern state in military organization and in its political and social structure. There was centralization. Conquered peoples were definitely Assyrianized. Nineveh, the capital, became one of the wonders of the ancient world. It was destroyed by the Medes in 612 B. C. and the Assyrians soon became a forgotten people.

But the Assyrians survived down to modern times, cherishing the memory of their glorious empire. They are distinctly a nation of aristocrats, perpetuating their heritage from generation to generation as a most precious treasure. This steadfast allegiance has made them one of the most remarkable peoples in the world. Never have they ceased to dream of revived independence. They are idealists and as such have contributed much to the welfare and progress of the lands in which they have lived.

That they have preserved their national identity has been due principally to their early adoption of Christianity as their national religion and to their firm attachment to this faith. Neither sword nor fire could destroy this Christian island in a seething sea of Mohammedanism. Doctrinally they are divided today into six different groups:

Nestorian, Jacobite, Chaldean, Presbyterian, Maronite, and Syrian Catholic.

**N**O one knows how many Assyrians there are today. They are scattered to all four corners of the world. There are at least 70,000 of them, possibly more. During the World War they fought on the side of Great Britain against the Turks and hoped that in reward an independent or at least autonomous state would be created for them in Mesopotamia. In this they were bitterly disappointed. A new period of persecution commenced, culminating in the terrible massacres in Iraq of August, 1933. Today large groups of them are being settled in French Syria near the river Orontes.

The Assyrians must be distinguished from the better-known and more numerous Syrians, from whom they are quite distinct. They form a nation of their own, small indeed, perhaps somewhat discouraged, but still virile, and certainly very fine.

## They Came As Students

Assyrians began coming to the United States about the year 1890. They were mostly young men who came to study theology or medicine. Later they were followed by others, including women. There are some 5000 to 6000 Assyrians in the United States, and of these approximately 1500 dwell in California. In the East there are sizable colonies of them in Worcester, Mass., Hartford, Conn., New Britain, Conn., Yonkers, N. Y., the New Jersey suburbs of New York City, Flint, Mich., and Chicago. The last named city is the headquarters of the Assyrian National Federation and of The Assyrian National League of America, their two largest organizations in this country.

Assyrians first came to California in 1906 after the San Francisco fire as contractors to participate in the rebuilding of the city. A little later a considerable number of

them went to Fresno County to become vineyardists. The Khalili, the grape which ripens earliest, is an Assyrian product. The largest Assyrian colony in California is at Turlock in Stanislaus County. It comprises principally those who have come from Persia. The majority of those living in Turlock are Presbyterians and their church, where services are conducted in their own language, is a beautiful edifice located on East Avenue, which tourists passing through the city will find interesting to look at. It is the only Assyrian church of any kind west of Chicago. In San Francisco there are about 400 of them, and their number includes prominent physicians and lawyers. Los Angeles has about 250, of whom many are connected with the moving picture industry. Fresno has about 100, Madera 50. Others are scattered in different parts of the state. Though few in number, they play a notable part as growers and shippers of melons in Imperial Valley.

## Los Angeles Convention

"Assyrian Progress," a mimeographed monthly magazine, appears in Los Angeles under the able editorship of Ezekiel Maljan. It is the official organ of the Assyrian-American Benevolent Association of California, Ltd., of which Frank Chavoor, father of the noted University of California at Los Angeles football player, is president. The May meeting of this organization in Los Angeles was attended by about 175 persons.

**A**NOTABLE characteristic of the Assyrians is their innate appreciation of education. Without exception they send their children through high school and all who possibly can, also to college and university. Several junior colleges have Assyrians on their faculties. They excel in all of the professions. Humble in spirit, they are great in achievement. Modesty and gentility are outstanding characteristics of all the many Assyrians I have been privileged to meet. Their music and their art are as yet unexplored and are practically unknown except to a very few. Possessing true aesthetic sensibilities as well as unusual artistic talent, they have produced and are still creating works of rare charm and beauty.

The Assyrians are becoming rapidly Americanized. It is to be hoped, however, that their descendants will remember and treasure their precious heritage. By doing this they will be able to contribute much of unique value to their land of adoption.

\* \* \*

Gridley has a new \$50,000 McKinley Elementary School, now occupied. It was built under WPA supervision and replaces one condemned as a fire hazard. Grades 1 to 4 are housed in the new structure. The superintendent at Gridley is Michael Nugent, jr.; Charles Herrington is principal of the school.

## Teacher on Zeppelin

**H**ENRY E. SWENSON, widely-traveled head of the history department, Roosevelt High School, Los Angeles, was a passenger on the Zeppelin Hindenburg leaving Frankfurt, Germany, August 15, for New York.

Mr. Swenson returned from Germany after a 15,000-mile trip which included 14 countries and 25 capital cities in the Mediterranean area and Europe.

Henry Miele, head of the Henry Miele Travel Service, through whose office the booking was made, says Mr. Swenson is the first Hindenburg passenger booked from Los Angeles.



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COMPARE!	Next Largest Teachers' Magazine	THE INSTRUCTOR	
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In Full Pages.....	1,053	1,237	17% More
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In Number of Words.....	853,938	998,666	16% More
<b>Number of Illustrations:</b>			
Full Page Size.....	132	143	8% More
Smaller Size.....	2,020	2,765	36% More
Total Number Illustrations.....	2,152	2,908	35% More
Music, In Square Inches.....	2,283	3,913	71% More
Size of Type Page.....	7 x 10½"	9 x 11¼"	43% Larger
<b>KINDS OF MATERIAL AND NUMBER OF ITEMS OF EACH</b>			
Units of Work, Lesson Plans.....	106	144	35% More
Tests.....	46	74	60% More
Groups of Seatwork Exercises.....	23	65	182% More
Stories, Articles, for Children.....	68	95	39% More
Articles.....	130	267	105% More
Brief Articles.....	184	375	103% More
"Club Exchange" Notices.....	None	407	
New Books Reviewed.....	76	115	51% More
Exercises, Drills, Dances, Recitations and Other Poems.....	288	356	23% More
Plays, Pageants, Pantomimes.....	83	94	13% More

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S.E.N.—Sept. Date 193

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☐ "The Social Studies" (All Grades) for 25c additional.

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STANDARD OIL COMPANY OF CALIFORNIA

## 35,000 Teachers are members of California Teachers Association

### 1. What is California Teachers Association?

It is the one state professional organization in which teachers of all types are members. Dues are only \$3.00 per calendar year.

### 2. How are the funds used?

One-third goes for local activities, i.e. conventions, public relations, assistance to members; two-thirds go for State work—publications, research, legal advice, etc.

### 3. What has C. T. A. accomplished?

1. Constitutional Amendment 16 which fixed education as the first duty of the State and insured a high standard of service for children and decent living conditions for teachers.

2. Salaries during illness.

3. Retirement salary for teachers after years of faithful service.

4. Tenure protection for good teachers faithfully performing their daily work.

5. Rural supervision. This feature of school practice guarantees good school conditions for children in the most remote areas of California.

6. Sabbatical leave. Many teachers and many schools may secure additional inspiration and better teaching through leaves granted to teachers who wish to study or travel in order that their understanding of educational and social problems may be broadened.

7. There are many other accomplishments that could be listed, among which are legislation pertaining to support of kindergartens, junior high schools and junior colleges, increased requirements for certification, etc. Greater than these, however, has been the defeat of unfavorable legislation which would have seriously crippled public schools and which would have deprived both children and adults of services to which they are entitled.

### 4. What may be expected in the future?

Study for improvement of teaching and teaching conditions.

The interests of public education protected.

Well-prepared material for school needs.

A program of public relations that keeps the people of California informed as to pending developments in public education.

### 5. Why should I be a member of C. T. A.?

California has 35,000 members who are willing to contribute their mite and might towards keeping California schools in the forefront.

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## EDUCATIONAL NEWS

ROY W. CLOUD *State Executive Secretary* . . . JOHN A. SEXSON *President* . . . . VAUGHAN MacCAUGHEY *Editor*

VOLUME 32

SEPTEMBER, 1936

NUMBER 7

### PUBLIC EDUCATION

A VITAL FUNCTION OF MODERN SOCIETY

*John A. Sexson, President, California Teachers Association*

*Fellow Teachers of California:*

**A**S we are about to enter upon our work for the year 1936-1937, your president wishes to extend to all of you—both those who are beginning their educational careers in this state, and those who are continuing—a word of greeting and a wish for success in the work which you are about to undertake.

California Teachers Association is a voluntary organization of teachers in this state, consisting of those who believe that, through the unity of voluntary organization, there may be created an agency with the strength requisite to render an unselfish, but distinctly worth-while, service to the cause of public education in this commonwealth.

Public education, from the very beginning of this nation, has been regarded by the people as the cornerstone of their social system. The ideal of equal educational opportunity for every child, from the primary school to the university, has motivated more citizens to active participation in public affairs than has any other civic idea. Evidence of this is found in the enrollment of more than thirty million youths in our public schools; in our employment of more than one million teachers and professional workers in the field of education; in our invest-

ment of over six billion dollars in buildings and equipment; in our annual expenditure of nearly two billion dollars for the operation of our schools; in our complex but loosely articulated organization of forty-eight state systems of public education; in our more than one hundred thousand independent school districts, with more than three-quarters of a million lay citizens serving as members of their boards of trustees, directing, quite free from central authority or bureaucratic control, the policies and practices of these wide-flung schools.

These lay members of boards of school trustees, and the instructional staffs employed by them, operate as the agents of the American people with respect to the operation of the schools. Seemingly free and independent, they are, in fact, dominated by nation-old ideals, standards, practices, and laws. The rules and regulations of local boards must conform to constitutional and legislative enactments of the several states. Courses of study and statements of educational practice, formulated by local staffs, must be within the frame of state and national patterns and practices, and must at the same time, be adapted to local conditions, meet local needs, and merit the confidence and approval of local patrons.

The average citizen conceives the function of the public school to be

that of serving society by aiding youths to acquire the common culture, and to utilize that culture in finer living, that they may, in turn and in due time, contribute to the improvement both of their own lives and of that total culture. Not every citizen, however, is conscious of the continuous and rapid change affecting both individuals and society, and demanding of education that it be continuously modified in its offerings to keep abreast of these new conditions and to meet these new demands. It becomes, therefore, the obligation of members of the professional staffs to be alert to these problems. They must study local, national, and world trends; they must canvass good educational practice wherever available; they must be familiar with, and make use of, research, experimentation, and experience; and they must operate under the guidance of a sound philosophy of education.

**A**T the present moment, the critical issue which laymen and professional educators must resolve, lies in the growing opinion that **learning** must take place in a constantly widening area, and that it must be approached by methods differing radically from those of a generation ago. Formerly, the school served youth best by fixing certain skills and imparting certain facts and knowledges essential to life in a relatively simple and fairly stable economy. Since the requirements were well known and commonly accepted, standardization and uniformity were easily reached and contributed to satisfactory outcomes.

Under present conditions, however, the schools must serve a generation which must adjust itself effectively to a variety of new situations, and which must, in so doing, utilize as well as master certain skills and knowledges. The emphasis shifts from mere mastery to effective use in practical life situations. Schools must aid boys and girls to improve their daily living, realizing that **how to live** is learned in and through the process of **living**. Life goes on in the home, the school, the church, the school playground, the theater, and elsewhere. It is to the improvement and the enrichment of living in all these situations that everyone must co-operate. Hence, within the school, subject matter for remote or contingent use naturally gives way to learnings of use to individuals, and groups of individuals, who are facing courageously, meeting intelligently, and satisfying more effectively these needs which relate to daily living.

A board of education and an instructional staff desirous of meeting the problems of public education intelligently and effec-

tively cannot be opportunistic, drifting with the shifting tides of public opinion, and yielding to the demands of active pressures, however clamorous or threatening they may be. Policies must be determined, and made operative over a sufficient period of time to permit scientific evaluation based on adequate and rationally collected data. Principles of management and instruction must be formulated, and fearlessly and impartially applied. Personnel must be carefully selected, adequately compensated, and afforded comfortable security. To all these, and to other defensible prerequisites, the layman and the teacher must pledge unwavering allegiance, with no dereliction due to self-interest, and no defect due to indifference or lack of conviction or courage.

**I**T is to the improvement of our professional practice with reference to all of these matters that California Teachers Association dedicates all of its resources, all of its energies, and its best efforts throughout the school year which lies ahead.

## VISUAL DEFECTS

### VISUAL DEFECTS AS FACTORS INFLUENCING ACHIEVEMENT IN READING

*L. P. Farris, Principal, Oakland High School*

**T**HIS study is an attempt to determine whether or not visual defects influence achievement in reading. The method employed was the experimental. The technique was that of matched groups and involved the securing of a control group with each individual matched as nearly as possible in learning capacity with the paired individual of the experimental group. The experimental factor was that of physical eye defects.

The study is delimited to a consideration of visual efficiency as it affects achievement in reading for a period of one year by the pupils in the seventh grade in the Oakland public schools; further delimitation was accomplished by selecting pupils for the control group whose chronological age and mental ability were approximately equivalent to those of the defective group.

The procedure in the collection of data involved the giving of intelligence tests; the administration of tests for visual efficiency, particularly for the efficiency of the functions of accommodation and convergence in addition to those tests which primarily

disclose the nature of the focusing of the eyes; the giving of achievement tests in reading at the beginning and end of the study.

**Sources of Data:** (a) The files of the department of research, Oakland Public Schools, for the test data, both intelligence tests and achievement tests. (b) The data of optical specialists resulting from a visual survey by the division of optometry, University of California, of 1685 pupils of the seventh grade in the Oakland public schools.

Certain important educational implications are incident to this study:

(a) The superficial eye tests which are at present being given in many of our public schools are inadequate and should be replaced by more thorough and more complete visual tests.

(b) The establishment and maintenance of eye clinics as a part of the health program in the public schools would be conducive toward a better education program.

(c) There is a need for closer co-ordination between school counselors and school nurses and doctors generally.

(d) Classroom methods and procedures in teaching reading should be

modified in the interests of the physical welfare of those pupils who have eye defects.

The following findings of this study are based upon the evidence presented:

(a) Forty-four per cent, i. e., 739 of the 1685 pupils who were given the visual tests were found to have eye defects of varying degrees.

(b) Both hyperopia and strabismus are associated with less than normal progress in reading; while myopia and myopic astigmatism were both found to be associated with more than normal progress.

(c) Pupils whose visual perception is monocular make progress in reading superior to those not having correct co-ordination of the two eyes.

(d) Types of eye defects other than the myopic, hyperopic and the strabismic types have little effect upon progress in reading. In other words, the data of this study do not bear out the hypothesis that children with defects in visual acuity regardless of type are always handicapped with respect to the learning of reading.

(e) The generally accepted standard of eye structure (emmetropia) does not necessarily imply superiority of efficiency in reading.

\* \* \*

## American Education Week

**When**—November 9-13.

**What**—Our American Schools at Work.

Monday—The Story of the Schools.

Tuesday—The Changing Curriculum.

Wednesday—New Services to the Community.

Thursday—The Unfinished Business of Education.

Friday—Financing America's Schools.

Saturday—Education for Physical Fitness.

Sunday—Education for Character.

**Who**—Every school, every teacher, every friend of education, in cooperation with The National Education Association, The United States Office of Education, The American Legion.

**How**—Booklets and suggestions may be obtained by writing to: National Education Association, 1201 16th Street, N. W., Washington, D. C.

**Why**—

A movement that causes six million adults to visit the schools, carries a message concerning the schools to ten million laymen, and calls forth special proclamations from more than 35 governors, is a project in educational interpretation which challenges the attention of the entire profession.

# PORTLAND CONVENTION

SYMPOSIUM ON N. E. A. CONVENTION AT PORTLAND, OREGON

**A**S in past years, the California Breakfast was an outstanding feature of the National Education Association convention in Portland for all of the Californians and former Californians who were in attendance. The breakfast, at the Hotel Benson, was started promptly at 7:15 Monday morning, June 29.

The program began immediately after the serving of the meal. A difficulty encountered at other national conventions was again troublesome here. The room provided by the Portland committee could accommodate only part of the group which desired to enjoy the fellowship and speeches. Over 300 were in attendance; approximately 400 wished to attend.

Preparation for the event and decorations were in charge of Helen Lord of Los Angeles and Helen Holt of Alameda. A great part of the success came from the splendid work which they so willingly and untiringly gave in all of the arrangements. The tables were beautifully decorated, place-cards were provided, and every detail was cared for because of their thoughtfulness.

Frank A. Henderson, state director for California, was in charge of the breakfast and acted as toastmaster. He was in his best form and had a wealth of happy suggestions and stories which he used in his introduction of the guests.

The principal speakers of the morning were:

- President John A. Sexson, California Teachers Association.
- Joseph Marr Gwinn, past president, California Teachers Association.
- Willard E. Givens, secretary, National Education Association.
- Fred M. Hunter, chancellor, Universities of Oregon.
- Charles A. Rice, superintendent of schools, Portland.
- Florence Hale, editor, Grade Teacher.
- Charl Williams, field secretary, National Education Association.
- A. L. Threlkeld, president, Department of Superintendence.

Agnes Samuelson, president, National Education Association, gave words of greeting. Other guests introduced were Mrs. Givens and Mrs. Hunter; Birdine Merrill of Portland Grade Teachers Association; Mr. and Mrs. E. V. Carleton of Oregon Education Association; R. E. McCormack, president, Oregon Teachers Association, and Mrs. McCormack; Arthur L. Marsh, secretary, Washington Education Association, and Mrs. Marsh; Gibson Bowles, president, Portland High School Teachers Association; W. Roy Breg, Allied Youth of Washington, D. C.; Alice Doherty, Oakland, of the California State Board of Education; Arthur Garbett, Educational Director, N. B. C.

John F. Brady, vice president of California Teachers Association, in a truly diplomatic manner, introduced Orville C. Pratt, superintendent of schools, Spokane, Washington, and W. H. Holmes, superintendent of schools, Mt. Vernon, New York, the candidates for the presidency of National Education Association. Caroline S. Woodruff of Vermont was introduced as one of next year's candidates for the presidency.

Vierling Kersey, State Superintendent of Public Education, was on the program, but the delayed arrival of his train made it impossible for him to be present.

Immediately following the speechmaking, Mr. Henderson called a business session of the delegates. He was endorsed for a second year as director, Evelyn Chasteen of Oakland was nominated as California's candidate for vice presidency of the national organization. At the election later in the week both Mr. Henderson and Miss Chasteen were elected by the N. E. A.

Nominations for the following committees were also made, and those nominated were duly appointed:

- Credentials Committee:  
Mr. Leland Pryor, Pasadena
- Resolutions Committee:  
Mary Frick, Los Angeles
- Necrology Committee:  
Marguerite Vineyard, Oakland

Albert H. Shaw, Los Angeles, was elected president, Classroom Teachers Division, N. E. A.

Helen Holt of Alameda was elected regional vice-president, League of Classroom Teachers; her district comprises all of the Pacific Coast.

## Convention Speakers

**A**MONG the California speakers were: John A. Sexson, Pasadena; Vierling Kersey, Sacramento; Gertrude Mallory, Los Angeles; Robert G. Sproul, Berkeley; Arthur Garbett, San Francisco; Bernice Baxter, Oakland; Will C. French, Long Beach; Albert M. Shaw, Los Angeles; Eleanor Wembridge, Los Angeles; Elias Arnesen, San Francisco; Frank W. Hart, Berkeley; R. E. Rutledge, Oakland; George C. Mann, Los Angeles; Leon J. Richardson, Berkeley; May Gearhart, Los Angeles; J. Evan Armstrong, Berkeley; John Brady, San Francisco; Pauline Merchant, Garden Grove; Mrs. Alice Wilson, San Francisco; Harley W. Lyon, Pasadena; Arthur F. Corey, Santa Ana; Mrs. Eugenia West Jones, Los Angeles; Reginald Bell, Stanford University; Peter H. Snyder, San Diego; Paul R. Hanna, Stanford University; Mrs. Gladys L. Potter, Sacramento; Evelyn Chasteen, Oakland; Mrs. Lucelia M. Moore, Beverly Hills; Mrs. Arta Bradt Flood, Auburn; Edna W. Bailey, Berkeley; Mrs. Helen Jacobs Hunt, Oakland; Anita Lassen, Oakland; Winifred Van Hagen, Sacramento; Mrs. Nina Simmonds, San Francisco; George W. Braden, Pasadena; Mrs. Sophia Mason, Sacramento; George I. Linn, Sacramento; Mrs. Dorothy C. Barber, Sacramento; Charles Hampton, Piedmont; Eva Gildea, Piedmont; Lesley C. Walker, Oakland; John Soelburg, Oakland; W. B. Buckham, Oakland;

A. C. Young, Fresno; Edna Conrad, Sacramento; James F. Beckwith, San Francisco; Holland D. Roberts, Stanford University; Margaret Girdner, San Francisco; Mary K. McBride, San Francisco; Earl Murray, Santa Barbara; Muriel Brown, San Francisco; George Eby, Richmond; Evaline Dowling, Los Angeles; McClellan G. Jones, Huntington Beach; Aubrey A. Douglass, Sacramento; Grayson N. Kefauver, Stanford University; Virgil E. Dickson, Berkeley; Grace Fernald, Los Angeles; Arthur P. McKinlay, Los Angeles; J. B. Griffing, San Francisco; A. J. McChrystal, San Francisco; George C. Mann, Los Angeles; Walter E. Morgan, Sacramento; Walter C. Eells, Washington, D. C.; C. F. Muncy, Sacramento; Jessie Boyd, Berkeley; Genevieve A. Callahan, San Francisco; Hazel G. Long, Pasadena; Judith Waller, Chicago; Laurence R. Campbell, Marysville; Margaret Verl Freyburger, San Diego; Belle Kuehny, Los Angeles; Helen Wirt, Oakland; Gilbert Wrenn, Stanford University; Ruth Kaynor, Pasadena; John B. Corcoran, Los Angeles; Roy W. Cloud, San Francisco.

## California Headquarters

The convention at Portland was a great success. Portland Teachers Association did an outstanding piece of work in hospitality. When this director and his associates proceeded, on Monday morning, to open up California headquarters they found Portland teachers already there, with flowers and decorations and with materials which familiarized us with the city and the program plans.

The program itself needs little comment. Under the masterly direction of President Agnes Samuelson it was outstanding. One of the happy results of such a gathering on the Pacific Coast is the opportunity afforded our Eastern friends to observe education at its best in a region where the mind-set of the vast majority of citizens is favorable to public education and its generous support. Education, in the Northwest, as well as in California, will receive definite stimulus from these visitors.

Encouraging reports of progress, nationally, were made. Federal aid for education, a movement under the sponsorship of the N. E. A., is receiving active support in Congress. Bills have been introduced in both houses immediately upon the opening of the next session.

The members of the N. E. A. Board of Directors held many and extended meetings. Controversy was present especially in connection with the amendments to the charter, and with amendments to the by-laws. Dr. Samuelson presided in these difficult situations with statesmanlike efficiency.

Hawaii has long held a position of leadership in N. E. A. membership and their large delegation bespeaks their interest. The 40 or more up-and-coming teachers from the Islands contributed both color and harmony to many of the programs.

The Special Train from California was well-supported and greatly enjoyed. Nothing makes for greater harmony than such an opportunity. California teachers should begin now to plan to join the Special Train which, next summer, will take us to Detroit.



Let us, in membership and interest, give California the position of leadership in N. E. A. which she deserves.—Frank A. Henderson, N. E. A. Director for California; Superintendent of Schools, Santa Ana.

#### California Leaders

The recent N. E. A. meeting impressed upon me a responsibility which is ours as organized teachers in California. The boast that Education watches and follows California is evidenced as fact in all such gatherings. Portland was no exception. Harley Lyon completed a most successful year of leadership for the elementary principals, Eugenia West Jones further established herself as a national leader in the field of Kindergarten-Primary education, Evelyn Chasteen assumes office as a vice-president, Albert Shaw steps into national prominence as a leader of our classroom teachers, and Roy Cloud assumes a position of vital importance in the newly-created editorial committee.

Educators truly look to California for personal and progressive leadership. We are often too prone to boast about this prominence and give too little time in considering the job of carrying on the quality of leadership which these people are establishing for our state. We should be planning for the future. Not for power or prestige or political preferment but for educational advance through well-trained organizational leadership.—Arthur F. Corey, assistant superintendent of schools, Orange County; president, C. T. A. Southern Section.

#### War and Preparedness

One of the outstanding discussions in the Representative Assembly developed in the morning session of July 2, when the Resolutions Committee presented its report. Following the presentation, the expressions from the delegates on the Resolution No. 4, on "Opposition to War," brought to the attention of all present that the thinking that is being done by educators has a great influence on the policies of our great United States.

I believe that all people attached to our school program should know the action taken by the National Education Association on this problem, which is international in its scope. The reason this problem impressed me is because the eyes of our nation seemed to be upon us, regarding our stand on this subject. I believe that the resolution, as amended, expresses the thought that we naturally form a humane standpoint to oppose war but that we have far-sightedness enough to see that there still remains the necessity for preparedness and military education for defensive purposes.

A feature of the convention was the wonderful hospitality shown delegates and visitors from California by the California

Teachers Association with its comfortable headquarters at the Benson Hotel.

The many courtesies shown by the hostesses\* from various cities and counties of California, made it possible to be a great service to all who attended the convention. California Teachers Association, through its executive secretary, Roy W. Cloud, again showed what this wonderful organization does for the benefit of all teachers.—H. W. Kelly, deputy superintendent of schools, Tulare County; secretary-treasurer, C. T. A. Central Section.

#### Elementary Principals

Department of Elementary School Principals had a very successful program at Portland in connection with the National Education Association. It consisted of a department breakfast, two afternoon sessions, and the annual banquet. Attendance at all meetings was excellent—each being more than twice the size of similar meetings held at Denver a year ago. Interest was correspondingly high.

A special feature of the program on Monday afternoon was the presentation of moving pictures showing units of work in progress in several cities. Principals from all parts of the country expressed their enthusiasm. This part of the program was in charge of a national committee of which Principal Harry H. Haw of San Diego was chairman. The committee had spent one year preparing and collecting films.

The Tuesday afternoon program consisted in part of a demonstration of how a unit of work can be developed in a platoon school. This was done by pupils and teachers of one of Portland's platoon schools. The demonstration was most interesting, the unit chosen being "Fishing in Oregon."

The official department breakfast was, as usual, an informal "get acquainted" affair. The annual banquet of the department has come to be one of the important functions of each N. E. A. convention. Over 300 attended at Portland. Dr. Willis Sutton, superintendent of schools of Atlanta, and a past president of the N. E. A., was the speaker of the evening. Always an outstanding after dinner speaker, he surpassed all former records, with the result that many expressed themselves as of the opinion that they had attended one of the best meetings ever held at any N. E. A. convention.

\*The hostesses, under direction of Miss Vivienne E. Noyes of Los Angeles Elementary Teachers Club, were,—Los Angeles, Vivienne E. Noyes; Oakland, Evelyn Chasteen; San Francisco, Dorothy Jones; San Diego, Ida May Lovejoy; Long Beach, Mrs. Blanche A. Drown; Pomona, Mrs. Ruby Cooper; Stockton, Gladys E. Palmer; Glendale, Pauline Wigginton; Garden Grove, Mrs. Pauline Merchant. Each hostess was assisted by a group of ten to eighteen associates, throughout the day and evening.

Membership in the department for the past year has been 12% above that of the previous year and highest of all total yearly memberships, except one.—Harley W. Lyon, President, Department of Elementary School Principals of the N. E. A.; principal, Longfellow and Cleveland Schools, Pasadena.

#### Classroom Teachers

The effective participation and interest of the classroom teacher in the Portland conclave are significant demonstrations of the general theme, which emphasized education for democracy and democracy in education. Teacher representation was active in practically all sessions involving educational policies, social and economic goals in America, and problems definitely affecting teacher welfare. Committee reports on issues regarding academic freedom, equal opportunity, retirement allowances, and tenure proved conclusively the vital part played by the classroom teacher in the national organization.

Much commendation is due the Portland Grade Teachers and the Oregon Teachers Association for the hospitality and friendliness extended to the visiting delegates. Through their untiring efforts the convention enjoyed many receptions, privately conducted tours, and a cheerful guide service, all of which helped to make our week in Portland not only a profitable educational experience, but an opportunity for furthering the friendly contacts among the teacher groups of the nation.—Elnora Fuller, President, San Francisco Classroom Teachers; teacher, Pacific Heights School.

#### Progressive Activities

The activities of the convention at Portland this year were definitely progressive. From the opening address on Sunday afternoon by Dr. Bruce Baxter to the election on Thursday of Orville C. Pratt of Spokane as president for the coming year, the delegates showed a deep and enthusiastic interest in the continued success of our national association. By their vote on all important matters they clearly indicated that they desired a forward-looking, constructive program to be followed by the N. E. A. administration.

**C**HARTER amendments which were passed will probably make it feasible to go to Congress now for the enactment of a measure which will legalize the amendments and make it possible to make desirable proposed changes in the by-laws. Some of the important amendments to the by-laws which are under consideration will have to go over until the 1937 meeting next summer. All these proposed changes which were adopted at Portland will be published in the volume of Annual Proceedings to appear early in the autumn, and are worthy of careful study by all those who are interested in the new plans for administration of the N. E. A.

(Please turn to Page 36)

# SCHOOL FINANCE

## FINANCIAL ABILITY OF SCHOOL DISTRICTS AS AFFECTED BY THE RETURN OF OPERATIVE PROPERTY TO DISTRICT TAX ROLLS—SANTA CLARA COUNTY

Dr. Elmer H. Staffebach, Director of Research  
California Teachers Association

The return of the operative property of public service corporations to local and county tax rolls was voted by the people of California in 1933, and made effective in 1935 by allocation under the authority of the State Board of Equalization. This action by the people repealed the dual system of taxation which had been in operation in this state since 1911, and made operative property subject to taxation on the same basis as other forms of real and personal property, thus adding several billion dollars to the ad valorem base upon which county and local governmental functions are chiefly supported.

The Research Department of California Teachers Association is at present engaged in a study of the effects which this shifting of the tax base has had upon the abilities of local districts to support schools. This article presents the results of a type-study which has been completed in Santa Clara County.—Editor's Note.

AS allocated by the State Board of Equalization, a total of \$15,373,155 was received by Santa Clara County as its share of the operative property returnable to local and county tax rolls under the so-called Riley Stewart Amendment voted by the people in 1933. Of this amount \$15,327,520 was allocated to the 55 active elementary school districts of the county. As will be shown a little later in this article, all but one of these 55 active elementary districts received some share in this distribution of operative property.

The problem of the present study is to determine, as nearly as may be, the effect of this distribution upon the financial abilities of the districts of the county to support schools.

### Conditions Before the Allocation of Operative Property Became Effective

The taxation of operative property became operative during the year 1935-36. It is, therefore, important for purposes of comparison to review briefly the financial status of school districts during the previous year, 1934-35.

That the elementary school districts of the county varied widely in financial ability to support their schools is plainly evident. One district (Laguna) had, in 1934-35, \$43,495 per pupil in average daily attendance. The relatively poorest district as determined by this criterion (Las Manzanitas), had but \$1066 per child in average daily attendance. The 25th percentile, me-

TABLE I  
Changes in assessed valuation of property in the elementary school districts of Santa Clara County from 1934-35 to 1935-36.

1. Assessed valuation in 1934-35.....	\$116,538,125
2. Arbitrary increase of 10% ordered by State Board of Equalization.....	11,653,812
3. Operative property added to assessment rolls in 1935-36.....	15,327,520
4. Total assessment roll for 1935-36*.....	\$144,399,025

\*The figure in Column 4 is the actual total assessment roll for 1936. The sum of the figures in Column 1, 2, and 3 only approximate the figure in Column 4, for the reason that in practically every district certain minor adjustments of individual assessments occurred which are not included in the figures of Column 2.

dian, and 75th percentile for the column are, respectively, \$5102, \$8472, and \$12,269.

For comparative purposes the amount of assessed wealth per teacher is probably a better criterion of district financial ability than is the amount per child in A.D.A. In 1934-35 one district (Oak Grove) had \$488,420 per teacher allowed, while the relatively least able district had \$8530. The summaries are: 25th percentile, \$125,070; median, \$195,304; 75th percentile, \$270,024.

Thus it is evident that before the distribution of operative property became effective there was a wide variation in district financial ability. On the basis of assessed valuation per pupil, one district was approximately forty times as rich as the poorest district. The inter-quartile range was about \$7000 per pupil.

On the basis of assessed valuation per teacher allowed, one district was over 57 times as rich as the poorest district. The inter-quartile range was approximately \$145,000 per teacher allowed.

### Change in Assessment Ratio Order by the State Board of Equalization

IN allocating the operative property of the public service corporations back to the counties and districts, the State Board of Equalization took measures to make sure that all forms of property should be taxed on the same basis. The ratio of assessed valuation to true valuation was arbitrarily set at fifty per cent.<sup>1</sup> Counties which had been operating at a lower ratio (as was the

1. Thus the estimated true valuation of a district for the year 1936 can be arrived at by doubling the assessed valuation of the district.

case in Santa Clara County) were ordered to increase their assessment ratios up to 50%. Counties which had been operating at a higher ratio were ordered to reduce to 50%.

In Santa Clara County a 10% increase was ordered. An arbitrary increase in each elementary school district resulted from this change in ratio. These increases do not represent, of course, actual increases in the wealth of the district. Nevertheless, they have a distinct effect upon the amount of tax money a district can raise under the statutory tax limitations.<sup>2</sup>

### Operative Property Allotments in Terms of Pupils and Teachers Allowed

The assessed valuation of operative property per pupil in A. D. A. varies per pupil from \$6294 to zero. The median is \$845. The inter-quartile range is \$1067 per pupil.

The variation per teacher allowed is even more startling—from \$166,795 to zero. The inter-quartile range is \$23,280. The median is at \$19,990.

Let us put it another way. A 30-cent tax on the operative property allocated to the Encinal district will produce \$18.88 per pupil in average daily attendance, and \$500.38 per teacher allowed. In the Uvas District such a tax would produce nothing at all.

In San Jose (the median district on the per-pupil basis) a 30-cent tax on the operative property would produce \$2.54 per pupil; and in the San Ysidro District (the median on the teacher allowed basis) the same tax would produce \$59.97 per teacher allowed.

That the operative property was not allocated in proportion to educational needs is made evident by the above figures.<sup>3</sup> It remains to check whether the allocation of operative property tended to increase or decrease the difference in financial abilities of districts as those differences existed in 1934-35—before the return of operative property.

This can be done in a simple manner by correlation method. The districts are ranked first with respect to the amount of operative property per pupil in average daily attendance. The same districts are ranked secondly with respect to the total assessed valuation in 1934-35 per pupil in average daily attendance. The correlation (rank order) coefficient between these two rankings is +.492.

2. It will be remembered that an elementary district may levy a maintenance tax of 30 cents on each \$100 of assessed valuation. If a kindergarten is maintained, a tax of 45 cents on each one hundred dollars of assessed valuation may be levied.

3. This statement should not be taken, of course, as an indictment of the State Board of Equalization. The purpose of the Board was to allocate the property as nearly as possible to the districts having the best claim upon it because of location.



TABLE II

Assessed valuation of operative property per pupil in average daily attendance and per teacher allowed in the elementary school districts of Santa Clara County, 1936.

	Per Pupil in A.D.A.	Per Teacher Allowed
25th percentile .....	\$ 409	\$ 9,874
Median .....	845	19,990
75th percentile .....	1,476	33,154

TABLE III

Santa Clara County elementary school districts—effects of the return of operative property to district tax rolls—assessed valuation of property per pupil in average daily attendance, 1934-35 and 1935-36.

	Assessed Valuation per Pupil in A.D.A. 1934-35	Assessed Valuation per Pupil in A.D.A. 1935-36
25th percentile .....	\$ 5,102	\$ 6,772
Median .....	8,472	10,743
75th percentile .....	12,269	18,209

Note: These figures are based on the number of pupils in average daily attendance during the year 1935-36.

Thirdly, the districts are ranked with respect to the assessed valuation of operative property per teacher allowed. The correlation (rank order) between these rankings and the first rankings is +.560.

The relationships indicated by these correlations coefficients make it plain that those districts which were relatively strong financially in 1935 received as a general thing more of the operative property both per pupil and per teacher allowed, than did the relatively poorer districts.<sup>4</sup>

#### Relative Ability of Districts to Support Schools in 1935-36

THE wide variations in the abilities of districts to support schools before the distribution of the operative property has already been shown. When the districts are ranked with respect to their assessed valuation per pupil in average daily attendance, both in 1934-35 and in 1935-36, it will be seen that in every case the assessed valuation per pupil is greater in 1935-36 than in the previous year.

This is in part due to the 10% assessment increase ordered by the State Board of Equalization. In all but one district, the

4. A coefficient of -1 would indicate that each district received an allotment of operative property in inverse proportion to its asserted valuation per pupil (or per teacher allowed) in 1934-35. A coefficient of +1 would indicate that each district received an allotment of operative property in direct proportion to its assessed valuation per pupil (or per teacher allowed) in 1934-35. A coefficient of zero would indicate that the allotment received was entirely a matter of chance and without relationship to assessed valuation in 1935. However, both coefficients are positive and well above zero, showing a very definite trend to apportion relatively larger amounts of operative property to the already wealthier districts. It appears, then, even in matters of this kind, that "Them that has gits."

1935-36 valuation has been affected by the addition of operative property.

However, a glance at the two sets of ranks will reveal that the relative positions of the districts remain little changed. In two cases there are changes of five places in rank. Burnett District jumps from the 18th place, in the 1934-35 ranking, to the 13th place in the 1935-36 ranking, while Encinal District changes from 12th place to 7th place.

The summaries at the foot of the table show that the 25th percentile has increased from \$5,102 in 1934-35 to \$6,772 in 1935-36, while the median has increased from \$8,472 to \$10,743, and the 75th percentile has increased from \$12,269 to \$18,209. The range has also widened by several thousand dollars.

When the districts are ranked with respect to the amount of assessed valuation per teacher allowed, both in 1934-35 and in 1935-36, again the ranking remains little changed, though in the case of Alviso District there is a loss in rank of twelve places. Morgan Hill loses six places in rank, and Harney District gains five places. It will be noted, however, that these changes occur toward the middle of the distribution. The rankings toward the extremes of the distribution remain almost exactly the same as in 1934-35.

Summaries also bear out the fact that inequalities in financial ability among the districts have been widened by the distribution of operative property. The 25th percentile has increased by \$26,759, the median by \$51,007, and the 75th percentile by \$49,392.

TABLE IV

Santa Clara County elementary school districts—assessed valuation of property per teacher allowed, 1934-35 and 1935-36.

	Assessed Valuation per Teacher Allowed, 1934-35	Assessed Valuation per Teacher Allowed, 1935-36
25th percentile .....	\$125,070	\$151,829
Median .....	195,304	246,311
75th percentile .....	270,024	319,416

Note: These figures are based on the number of teachers allowed in 1935-36.

TABLE V

Santa Clara County high school districts—assessed valuation of property per pupil in average daily attendance, 1934-35 and 1935-36; also tax rates for maintenance, 1934-35 and 1935-36.

	Assessed Valuation per Pupil in A.D.A. 1934-35	Assessed Valuation per Pupil in A.D.A. 1935-36
25th percentile .....	\$11,282	\$13,801
Median .....	14,729	17,635
75th percentile .....	16,555	21,092

Note: Figures are based on number of pupils in average daily attendance during the year 1935-36.

#### Inequalities in Terms of Tax Rates

By levying a tax of 30 cents the Laguna District could raise \$147.70 for every child in average daily attendance in the district. The same tax would raise but \$3.90 per child in average daily attendance in Las Manzanitas District. Oak Grove District could raise \$1997.71 per teacher allowed by levying a 30-cent tax; Las Manzanitas District could by means of the same tax raise \$31.23 per teacher allowed.

#### The Situation in High School Districts

Unfortunately data are not available for a complete analysis of the effects of the distribution of operative property among the nine high school districts of Santa Clara County. The disparities among high school districts are by no means so wide as those among the elementary school districts. In a general way, however, the effects of the return of operative property are the same. The relatively wealthier districts received larger amounts of operative property. The rankings, it will be seen, change but slightly. The range increases slightly from 1934-35 to 1935-36. The 25th percentile increases by \$2519; the median by \$2906; and the 75th percentile by \$4537.

#### Trend in Tax Rates

NO attempt is here made to discuss fully the trend in tax rates on the basis of the data presented here. In 1934-35, thirty-five of the elementary school districts of Santa Clara County levied special taxes for maintenance. It is obvious that with the increased assessed valuation, the same amount of money could have been raised with a decreased tax rate in 1935-36.

There are two important extraneous factors, however, which probably interfere very directly with any trend which might otherwise grow out of the increased assessed valuation of property in these districts.

The first of the factors is a general trend toward increasing costs. The other is the present 5% limitation set by the Legislature on district expenditures.

The period of the depression has seen costs reduced to a minimum in many districts. During the past two years there has been a trend toward more liberal expenditures for equipment, supplies, salaries, etc. The effects of this trend are to be seen in the fact that seven of the elementary school districts of Santa Clara County which levied no special maintenance taxes in 1934-35 saw fit to levy such taxes in 1935-36.

On the other hand, the 5% budget limitation has in some cases at least had the effect of holding expenditures to small increases, in spite of both ability and desire on the part of the districts to spend more freely.

In only one case (Adams District) was a 1934-35 maintenance tax entirely discontinued in 1935-36. In six cases taxes were levied in 1935-36 where no maintenance taxes were levied during the previous year. In eleven cases the 1934-35 maintenance



TABLE VI

Tax rates and special maintenance money raised by local taxation in the elementary school districts of Santa Clara County, 1934-35 and 1935-36.

	1934-35	1935-36
1. Number of districts levying taxes for maintenance	35	40
2. Number of districts levying no maintenance taxes	20	15
3. Number of districts in which maintenance tax rates were higher*	22	17
4. Money raised by district maintenance taxes	\$347,306	\$381,610
5. Number of districts in which amount of tax money raised for maintenance was greater	9	32

\* In two districts the maintenance tax rate remained unchanged. In one district the 1934-35 tax rate was discontinued entirely in 1935-36.

nance tax rate was increased. In 22 cases the maintenance tax rate was reduced, and in two cases it was held the same.

In 32 districts the amount of maintenance money raised by district tax in 1935-36 showed an increase over the amount raised in 1934-35. In eight cases it showed a decrease from the amount raised in 1934-35, and in one additional case the special maintenance tax was discontinued entirely.

#### Conclusions

**T**HE elementary school districts of Santa Clara County benefited in increased assessment valuations to the extent of over fifteen million dollars by the return of operative property to local assessment rolls.

Fifty-four out of the 55 active elementary school districts received some portion of this benefit. District assessments were further increased arbitrarily to the extent of over eleven million dollars by a 10% upward adjustment ordered by the State Board of Equalization.

The allocation of the operative property, though widely distributed among the school districts, rendered greatest benefits to districts which were already relatively well-to-do.

Thus the actual effects of this change in the state's taxing methods have been to increase existing inequalities in the financial abilities of local school districts.

During the past two years the number of school districts levying special maintenance taxes has increased. The actual changes in tax rates for maintenance are so conflicting in nature as to indicate no definite trend. A majority of the districts have, however, increased the amount of maintenance money raised by local taxation.

## FLASH NEWS

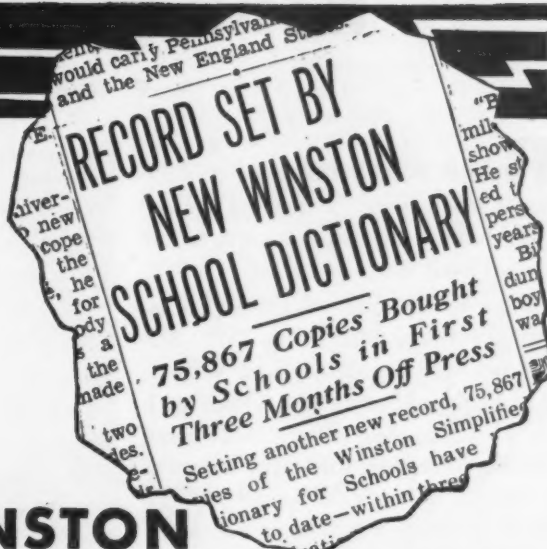
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# HARR WAGNER

Roy W. Cloud

**H**ARR WAGNER, dean of California educational publishers, passed away June 22, in San Francisco, where he had lived for many years.

Born on a farm, of Pennsylvania-Dutch parents, March 20, 1857, Mr. Wagner was graduated from Wittenberg College, Springfield, Ohio, with the class of 1881. Christened James Harrison Wagner, this man, who was to be an educational leader of the West, shortened his name when he entered college and was ever afterward known as Harr Wagner.

Immediately following graduation from Wittenberg, Harr Wagner came\* to San Francisco and purchased the "Golden Era," which had its beginning in 1853 as a California literary and educational periodical. To maintain its literary quality, the young owner employed the famous Joaquin Miller to serve as his assistant. In the years which followed, Harr Wagner



*Harr Wagner—beloved Californian*

and Joaquin Miller wrote, traveled, and lectured together until Joaquin took the long journey which all must

\*It was through the beauty of the poems Songs of the Sierras, by Miller, that my father felt the lure of the West and came to California. My father agreed with the theory that it is the little things that determine our destinies, because of the fact that if some friend had not handed him a copy of the Songs of the Sierras, he would never have come to California.—Morris Wagner.

go alone. It was then that Harr Wagner wrote one of his best-known books, "Joaquin Miller and His Other Self," a psychological study.

In 1887 Mr. Wagner and Mrs. Madge Morris, a poet, who produced some of California's beautiful poems, were married. Mrs. Wagner had one daughter by her previous marriage, who later became Mrs. M. B. Johnson, wife of a California State Senator who was himself a real friend of education. A daughter, Morris Wagner, came to bless the home of Mr. and Mrs. Wagner, and during the later years of Mr. Wagner's life Morris was his helper, assistant, and co-partner in the Harr Wagner Publishing Company.

In 1888 Mr. and Mrs. Wagner were invited to go to San Diego, where they started the San Diego College of Letters, which they hoped would become the center of a literary movement in the South. Unfortunately, the southern boom burst, and with it went the hopes of the founders of the college.

In 1891 Mr. Wagner was elected Superintendent of Schools of San Diego County and then began an interest in California schools which lasted throughout his life. As a school official, Mr. Wagner became a public lecturer and traveled all over the state giving a forward view of the purpose of public education. He continued in the office for only one term, and then began a publication of the present "Western Journal of Education," which from 1898 until 1912 was the official organ of the State Department of Education.

He returned to San Francisco, took over the book department of Whitaker, Ray, Wiggin, successors of the Bancroft Publishing Company, and in 1916, with the dissolution of the above firm, Mr. Wagner organized the Harr Wagner Publishing Company. As its president and manager, he befriended numberless California writers and has published a long list of Cali-

fornia books which forms an important part of California's literary history.

In addition to publishing a number of school histories, he wrote "The Life of Joaquin Miller," "The Story of John C. Fremont," and other writings of a similar character. In 1912 Mr. Wagner became the president of "Sequoia," a literary and social club of San Francisco, and continued as its president and guiding genius for 24 years.

During his later life he resided in San Francisco and at the Redwood City home of his daughter Morris. In April of this year he visited his boyhood home in Pennsylvania, and with relatives there enjoyed the scenes of his youth.

At the funeral Paul Pitman, dean of San Francisco Junior College, conducted the services and told of the wonderfully fine, helpful life of this man who had pioneered many educational movements in his adopted state.

Harr Wagner, born a farm boy, became a great educator, writer of ability, an historian of merit, a man who loved his fellowmen.

## In Memoriam

John Dexter Graham, for 12 years band and orchestra instructor, Gustine Union High School, Merced County. He was one of five brothers who have taught and are teaching music in California.

Born in 1865, he went to Shasta County in 1882. His entire life was devoted to music teaching and band work.

Mrs. Lulu Harden, 81, old-time Colusa and Glenn County teacher. Born in Missouri, she went to Colusa County 69 years ago. She began her teaching career when she was 16 years of age.

Lucy A. Harrington, for the past 15 years teacher in Vallejo High School.

Alice Jordan, 62, teacher for 38 years in the Soda Springs school, Napa County. Her parents settled in that county in the 80's.

Mrs. Helena M. Beam August, teacher, Continuation School, San Francisco.

Dr. Carl Holliday, 57, head, English Department, San Jose State College; author of 22 books and nationally known in literary circles.

Edgar Allen Tuttle, 80, Hanford's first bandmaster and formerly music teacher in several San Joaquin Valley High Schools.



# TWO NEW C. T. A. DIRECTORS

*Elected at the annual meeting of State Council of Education. Similar materials concerning Messrs. Cook and Cooperrider appeared in our June issue.*



*Pauline Merchant*

Mrs. Pauline Merchant is one of the active classroom teacher representatives of Southern California. She has held numerous offices of importance in the Southern Section, among which were the vice-presidency of the Section and presidency of the Classroom Teacher Division Southern Section. She has been a member of the Section's executive committee.

Mrs. Merchant spent her girlhood in Colorado and attended the public schools there. She graduated from Colorado State Teachers College. After coming to California she carried on advanced studies at University of California at Los Angeles and University of Southern California.

Mrs. Merchant has been a teacher in California for 14 years, and at present is eighth grade teacher, Washington School, Garden Grove, Orange County. She has been active in teachers association work since her college days. At Colorado State Teachers College teachers professional organizations were stressed as an important part of every teachers and every prospective teachers life.



*Josephine Parker Smith*

Mrs. Josephine Parker Smith, sixth grade teacher in Soto Street School, Los Angeles, comes to California Teachers Association well-qualified as a newly-elected Director by reason of her educational and teaching experience. A graduate of Oneonta Normal School in New York State, and Bachelor of Science in education in University of Southern California, Mrs. Smith also has had experience as a teacher in New York State and California elementary schools.

As past president of Los Angeles Elementary Teachers Club and legislative chairman of Affiliated Teacher Organizations of Los Angeles, Mrs. Smith has had the opportunity of studying problems of legislation which affect the teachers of the State.

She is first vice-chairman of Affiliated Teacher Organizations of Los Angeles and a member of the executive committee of that organization.

Her work as director of summer camp in the Girls Scout movement and her interest in world friendship have given her wide distinction as an exceptionally fine asset to the schools in which she teaches and to the community in which she resides.

Sentence Paragraph Theme, a college text in basic composition principles, by John B. Opdycke, author of many books on composition, is published by Thomas Y. Crowell Company. This large volume of 450 pages is for the study of English composition beyond the secondary school level. It contains unique tests, abundant exercises and unusual appeals to creative impulses.

\* \* \*

New Elementary Physics, by Robert A. Millikan, California Institute of Technology, and Henry Gordon Gale, University of Chicago, is a revision of the authors Elements of Physics, in collaboration with James P. Coyle, head, department of physics, Lane Technical Highschool, Chicago; published by Ginn and Company.

This thoroughly modern text of 650 pages rates at the top by the most exacting scientific and pedagogical standards. It admirably carries on the Millikan and Gale tradition of leadership.

\* \* \*

Let the Child Draw, by Van Dearing Perrine, is a remarkable little illustrated book recently published by Frederick A. Stokes Company. The talented author insists that creative expression is basic in child culture.

\* \* \*

## A New Day

AN ODE TO NEW DAY EDUCATION

*Winton C. Smith, Principal  
Eucalyptus School, Hawthorne*

At a meeting held in Hawthorne for the purpose of discussing the possibility of better articulation between the elementary and high schools of the Ingleside High School district, Winton C. Smith, principal of the Eucalyptus School of Hawthorne, presented me with a poem.

Before Dr. C. C. Trillingham, assistant superintendent of Los Angeles County Schools, made his enlightening talk on articulation, integration, etc., the poem was read by Marjorie McKay, speech correction teacher of the Hawthorne Public Schools. —Herman A. Buckner, Superintendent, Hawthorne Public Schools, Los Angeles County.

**A**T the present time throughout the nation

The hue and cry is Integration.

And let me tell you, Educator,  
You'll do it now or do it later.

As you grind the children through your mill,

You wonder about skill and drill.

Don't develop a perspiration.

Solve your problem with correlation.

On every hand the professors berate

The schools that don't Articulate!

Can we afford to hesitate?

Let's roll up our sleeves and Integrate!

**S**ECOND A. C. E. Bulletin for 1936, Music and the Young Child, shows why music and the young child are inseparable to each other, and explains what music contributes to the general development of children.

Thirty two pages of interesting, helpful information, and stimulating ideas and suggestions on a subject vital to every teacher. Price, per copy 35 cents. Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C.

American City Government and Administration, by Austin F. MacDonald, Ph. D., professor of political science, University of California, Berkeley, is now brought out in a revised edition by Thomas Y. Crowell Company.

This large text of 800 pages is one of Crowell's social science series, which now comprises 16 authoritative volumes. Professor MacDonald has competently presented a comprehensive picture of present-day municipal problems. This is the sixth printing of a widely-used major text.



## WE STUDY FIRST AID

*Dorothy F. Osburn, Teacher of Science  
Westlake Junior High School, Oakland*

**A**S part of a co-operative program between school and community, Westlake Junior High School, Oakland, has been able to include a Junior Red Cross first aid club in its extra-curricular activities.

The club is under the supervision of a science teacher who has had first aid training. The instruction is given by C. E. Morris, director of Albany Y. M. C. A. and community center, a highly trained first aid instructor, who generously gives his time without charge. The materials needed for practice, such as splints, bandages, and blankets are furnished by the local Red Cross chapters.

The Red Cross first aid book, already a part of the science library, is used as a textbook. The board of trustees of the neighboring church, the First Congregational Church, Oakland, has been kind enough to allow the club to use the social hall of the church as there was no suitable place available in the school building.

The First Aid Club meets for 50 minutes weekly; the membership is voluntary and is open to both boys and girls. As a result of three semesters' experience it is recommended that membership be limited to students of the eighth grade or older. The size of the group has averaged between 40 and 45 members.

The instruction is intended to create

attitudes and habits of carefulness and safety so as to help prevent accidents as well as to provide the knowledge and skill necessary in order to successfully administer first aid treatment in the common accidents and emergencies.

It is especially stressed that the first aider is not to attempt to serve as a substitute for a physician but rather to care for the patient so that unnecessary pain and suffering are avoided and he is delivered into the hands of a nurse or physician in the best possible condition.

### Very Practical Lessons

The instruction is very practical, including both the actual practice of the necessary skills and the reasons for each step, so that the student learns the fundamental facts as well as masters the essential manual abilities. Each student learns the location of pressure points, use of tourniquets, application of bandages and splints, use of proper lifts and carries, and administration of artificial respiration as well as the correct first aid treatment for burns and scalds, wounds, sprains, fractures, dog bites, snake bites, poisoning, fainting and, of course, the ever present shock.

At the end of each semester an examination is given, including oral, written, and practical tests as provided

to us by the American Red Cross. This examination is given by Red Cross first aid examiners. Students who pass the examination are issued the Junior Red Cross first aid certificate in the form of a card to be carried by the first aider. These certificates are presented in the regular student body assembly by an official of the local Red Cross unit. They are of especial interest to boy and girl scouts as they entitle the holder to merit badge rating in first aid in scouting.

### Co-ordination

Various ways of co-ordinating the work of the First Aid Club with the regular school work have been found interesting. For example, during Public Schools Week a demonstration by a First Aid team from the club was presented to the parents. This was later repeated for the school assembly in connection with the presentation of the Junior Red Cross first aid certificates.

At the Open House program given during American Education Week, the science instructor co-ordinated the work of accident prevention in a low eighth grade science class with the First Aid Club so that the work of both was represented. As a preparation the science students were allowed to choose their own accident prevention topic and to prepare a two minute talk upon that subject, suggesting means of preventing that particular type of accident.

Among the subjects chosen for discussion were: burns and scalds, accidents in the home, electrical accidents, falls in the home, street accidents, drinking driving accidents, jay-walking, water accidents, etc. These talks were given in class and the six best were selected by class vote. The First Aid Club then prepared a three minute demonstration of proper first aid procedure for each of these six types of accidents in case, in spite of all precautions, the accident did occur.

For example, to illustrate the talk, "Falls in the Home," ankle bandage, splints, arm sling, and head bandage were applied. For "Electrical Accidents," removal from an electric wire and the prompt use of artificial respira-

● *Demonstration of artificial respiration in our First Aid Club*



tion were shown, including the use of a relief operator and the covering of the patient while artificial respiration was being given.

The First Aid Club has been increasingly popular and the members have already found real use for their information and skill in caring for home and street accidents. Interest from the Westlake Club has carried over into the high schools so that Mr. Morris is now teaching a First Aid Club in a local high school.

Interest has also spread to the Westlake faculty so that, in addition to the Red Cross First Aid Club for students, it is planned to offer a First Aid course for teachers next semester. It will be given for two hours each week for ten weeks and will be held after school.

\* \* \*

## Words

**W**ORDS, a monthly publication devoted to the origin, history and etymology of English words, with offices at 5144 De Longpre Avenue, Los Angeles, has made its appearance. Among the contributing editors are such outstanding scholars as George H. McKnight of Ohio State University, Harold H. Bender of Princeton, and Jerome C. Hixson of De Pauw University.

Vocabulary Building is a department conducted by I. Colodny of the publications department of the Los Angeles Junior College. He states that most of us think more words than we know and a great many of us know more words than we think. We have an active vocabulary, highly polished from frequent use, and then we possess a vocabulary that is passive, even dormant. The active vocabulary is on the tip of the tongue and flows out at the end of the pencil. The words of the dormant vocabulary are seldom used in speech or writing, but are recognized when heard or seen in print. The active words are liquid assets, ready and available; the dormant words are frozen assets.

Words is attempting to arouse an interest in alphabet reform and simplified spelling.

\* \* \*

Newport Beach Grammar School English Department issues a spring annual entitled *The School Pilot*. The recent issue comprises 32 mimeographed pages with many illustrations and decorations.

The principal is H. O. Ensign; editors, Barton Beek and Norma Kelsey; faculty advisors, Dorothy McGrew and Eva Hice. The publication is highly commendable.

## Nora E. Nichols

**M**ODOC County's first teacher to retire on full-time retirement is Mrs. Nora E. Nichols, who is, in every sense of the word, a Modoc teacher.

A graduate of a Modoc County elementary school and of Heald's Business College in San Francisco, she has taught 32



years in Modoc County, 21 having been in one school, and has served on the County Board of Education, of which she is still a member, 18 years.

A descendant of Pennsylvania Dutch stock, she is sturdy and healthy and thoroughly enjoys riding the fields and hill ranges on her favorite horse, followed by her faithful dog.

County-wide is the love and esteem accorded to our veteran teacher, an excellent example of the rural teacher who accomplishes fine things for her community, Mrs. Nora E. Nichols.—By Mrs. Hallie M. Tierney, Modoc County Superintendent of Schools, Alturas.

\* \* \*

Remedial and Corrective Instruction in Reading, a program for the upper grades and high school, by James M. McAllister, is an authoritative manual of 300 pages published by D. Appleton-Century Company.

\* \* \*

Best Books for Children is a guide to children's reading, 1936-37, issued by Iowa Pupils Reading Circle, a department of Iowa State Teachers Association, 415 Shops Building, Des Moines, Iowa.

Charles F. Pye is secretary of the State Association which has as its slogan, "The Association for every teacher—every teacher for the Association." The official publication is *Midland Schools*.

Dr. Lester B. Rogers, dean, school of education, University of Southern California, Fay Adams, assistant professor of education there, and Walker Brown, director of instruction, secondary schools, central district, Los Angeles City, are joint authors of *Story of Nations* now brought out in its second edition by Henry Holt and Company.

This large and splendidly-arranged volume, which first appeared in 1934, is abundantly illustrated and is excellent in its arrangement and pedagogical approach. By means of this lucid survey of the great peoples of the world, international friendship and understanding is attained.

\* \* \*

F. R. Johnson, district superintendent of schools, Guadalupe (Santa Barbara County), reports that the teaching staff of Guadalupe Joint Union School is enrolled 100% in California Teachers Association.

\* \* \*

Ginn and Company have brought out several of Shakespeare's plays, *Julius Caesar*, *Macbeth* and others, in an interlinear edition prepared by Professors Taylor and Smith, University of South Carolina. Such words and expressions of Shakespeare's times as are not readily intelligible to readers of today are translated in situ.

The editorial work is very good and includes an extensive introduction, illustrations, questions, glossary and other aids for the student and teacher.

\* \* \*

Elizabeth La Dow of Visalia, talented poet, has brought out a lovely little book of *Heard Melodies* published by the Driftwind Press, North Montpelier, Vermont. Mrs. La Dow contributed an article to our May issue describing her creative expression work with school children.

\* \* \*

## — this fierce heart

**J**AMES RAMP of San Francisco is author of a particularly noteworthy and significant book of verse entitled "this fierce heart." In his lovely series of 44 poems Mr. Ramp reveals keen insight and mastery of technic.

The attractive volume is published by Marvin Cloyd, San Francisco. It is the author's third book of verse (*Afterwhiles*, 1918; *The Feet of Beauty*, 1928). The fourth, *Hill Country*, a collection of sonnets on farm life—will be published in the east this fall.

Ramp was raised in the middle west, served in the Navy during the war; after graduation from University of Minnesota in 1923 spent seven years traveling and working at various occupations from journalism to teaching. M. A. at University of California, 1931. Two years teaching at San Mateo Junior College; two years in adult education in San Francisco.



# CHILDREN AND MOVIES

"I'LL BE HONEST ABOUT THE MOVIES"

Raymond Gruner, Huntington Beach

*I'll be honest and admit that the movies started me to kissing the girls.*  
—7th Grade Boy.

*Such pictures as the "Crusades" make me loyal to the Church. It showed how the kings and knights took a large army to Jerusalem to capture Christ's tomb from the Mohammedans. Many people gave their lives for this holy cause. Once I saw a picture which showed how the Christians were thrown into the arena for lions to eat, because they wouldn't give up their faith in God.*  
—8th Grade Girl.

THE writer, an instructor in the Huntington Beach Elementary School, annually conducts an investigation of the influences exerted by the cinema on his seventh and eighth grade pupils. The following paragraphs present data and comments voluntarily given by the 188 participants in 1936. They summarize, without bias, why and how often these boys and girls patronize the darkened picture house, what they think about the plots and the players enacting them, and what good or evil they absorb from the silvery screen.

There is every reason to believe that the 643 juvenile critics from 1933-36 earnestly and painstakingly praised or condemned the features of this form of entertainment which impressed them most. To encourage frank expression of opinions, they need not answer any of the suggested assignments nor sign their names to their comments. They were given the assurance that their replies would in no way lower their marks in scholarship or citizenship. They enthusiastically participated in this project which afforded them the opportunity to criticize the products which Filmland offers for their enjoyment.

## The 1936 Survey

All quotations from children and data presented in the following sections belong to the 1936, an occasional reference being made to surveys of previous years for contrasts or comparisons.

Each year the percentages of boys and girls who frequent the movies once a week

or more has steadily mounted. In 1933, 60% of them admitted patronizing the picture theatre at least weekly; there were 64% of the 1934 children who did likewise. The 1935 group of regular attendants rose to 70%; the 1936 figures jumped to 81%.

A closer analysis of the 1936 frequency figures reveals the following per centages of attendance:

Interval	Number of Children	%
Not very often.....	12	6%
Once a month.....	8	4%
Twice a month.....	16	8%
Once a week.....	88	47%
Twice a week.....	35	19%
Three times or more.....	28	15%

As the one theatre in the community changes its program three times a week, it is reasonable to assume that 15% of these children saw every show that came to town.

A larger percentage of boys were weekly patrons of theatres than were the girls. The boys' rate of attendance was higher among eighth graders than seventh graders. The reverse was true for the girls, the explanation of some being that home work prevented "going to shows on school nights."

During the four-year survey only two children denied attending picture shows. A 1936 seventh grade girl wrote, "I can't tell you a thing about the movies because I never go to them." A 1934 girl's response was, "I never went to a picture show in my life, because it's against the rules of our Church." Six times a week was the highest rate of attendance:

Boy 7: "I think going to shows is a waste of time and money, but I'm in the habit of going and can't quit. I have no place else to go, so I go to the show. I go about six times a week."

## Types of Pictures Enjoyed

Airplane pictures, cartoons and comedies were the most popular kinds of pictures. All types were endorsed except nature study films. Although the group as a whole enjoyed love themes in photoplays, the boys denied approval of them by a 32-47 margin, the greatest number of negative votes coming from seventh graders. Children neglected to make a decision on some of these classifications or qualified their answers by using such expressions as: "In a way they are ok," or "It all depends." A summary of their responses is given below:

Type of Pictures	Do You Like?	
	Yes	No
Airplane.....	164	12
Cartoon.....	174	5
Comedy.....	160	10
Detective.....	155	7
Educational.....	140	30
Gangster.....	132	39
Love.....	89	68
Murder.....	110	58
Nature Study.....	62	85
Newsreel.....	143	9
Religious.....	87	66
Western.....	126	36

\*Seventh grade boy.

Boy 8: I like a love picture if it isn't too wild.

Boy 7: I like "Hell Divers" because they dropped bombs and people got killed.

Boy 7: Some shows are educational. That's the kind I like. I also like wild life shows.

Girl 8: You can learn many interesting things in the way of history, geography, and science. You can see the hardships of the profession you have chosen.

Girl 8: In pictures the boy and girl fall in love right at first and are soon kissing. I don't believe it happens that way in real life.

Boy 8: "Captain January" shows how a light-house is run and the different instruments that are used. It shows how the new lighthouse differs from the old lighthouse.

Boy 8: "The life of Louis Pasteur was an educational picture. It did not have the average love affairs. However, it added a touch of the dramatic by showing the love of Pasteur's daughter with another doctor. However, no undue attention was given this.

## Favorite Screen Stars

"Name several screen stars whom you rate highly," was the most enthusiastically received assignment of all. The 1936 children mentioned 158 of Hollywood's characters whom they considered as outstanding artists. This was not intended as a popularity contest. For the great majority of children to select their one particular favorite, would have been an impossibility. The results, however, serve as an index of the various screen personalities ability to attract children to the theatre box office.

The 1936 poll was a veritable triumph for that miracle of Screenland, the symbol of creative childhood—Shirley Temple. This petite actress was acclaimed by 166 boys and girls. For the second consecutive year she led the field, having outscored Will Rogers in 1935 by a count of 119 to 108.

The date 1936 may be termed the children's year. In addition to Shirley Temple's victory, five other child cinema artists placed among the highest twelve on the list. The naughty but lovable Jane Withers "nosed out" Ginger Rogers 115 to 110 to gain second. Other juvenile newcomers who ousted adult favorites from the leading dozen were Jackie Cooper, Spanky McFarland, Freddie Bartholomew, and Virginia Weidler. Sybil Jason, Our Gang players, Baby Leroy, Mickey Rooney, Cora Sue Collins, and Jackie Searl were other children stars who placed in the upper third of the ranked 158 players. Mickey Mouse was named by twenty-six pupils as being a star for whom they held great esteem.

The twelve leaders and the number of children who rated them highly for both the four year period and the year 1936 were as follows:

Favorite Star's		Favorite Star's	
Name	1933-36	Name	1936
Shirley Temple	314	Shirley Temple	166
Will Rogers	268	Jane Withers	115
Ginger Rogers	235	Ginger Rogers	110
Janet Gaynor	161	Janet Gaynor	78
Joe E. Brown	154	Jackie Cooper	77
Clark Gable	139	Clark Gable	76
Jackie Cooper	128	Spanky McFarland	72
Jane Withers	115	Ruby Keeler	61
Mae West	111	Will Rogers	60
Ruby Keeler	110	Freddie Bartholomew	55
Dick Powell	108	Virginia Weidler	51
Jean Harlow	107	Jean Harlow	47



**Girl 7:** Shirley Temple acts so natural in all her pictures.

**Boy 8:** It was fun seeing Joe E. Brown going around the stadium.

**Girl 8:** Have more pictures with children as the stars, because mostly children go to the shows.

**Boy 8:** I rate all the screen stars highly except one or two and I can't think of their names. One is a sissy and the other is a loud-mouthed opera star.

**Girl 8:** "Small Town Girl" had very good acting on the part of Robert Taylor and Janet Gaynor. She had not been quite so popular but she made a swell comeback.

**Girl 8:** I think Jeanette MacDonald and Nelson Eddy were ideal characters for this play ("Naughty Marietta"). Their excellent singing and acting together with the story made it very enjoyable.

**Girl 8:** I like all the children's pictures. I never miss a one of Shirley Temple's, Jane Wither's, or Freddie Bartholomew's. About the rest of the shows, I like them. Not all of them real well.

**Girl 8:** I think Will Rogers is the best actor I've ever seen. Since his death in Alaska I can't bear to see his pictures. It wouldn't be sacred to vote for him or go to the show and laugh at him now.

### The Good

In answer to the query, "What good can come from attending picture shows?" Seven believed that no gain could result; twenty-three did not reply; and the remaining 158 offered from one to three or four reasons why benefits might be derived from that type of amusement. Concerning some of these values there was a difference of opinion. What one child described as beneficial another deplored as harmful. As an example, twelve felt love making scenes worthwhile as they taught proper kissing techniques, but forty-six condemned them as being "silly," "mushy," or "trashy." The reasons why they believed the movies were a factor for good were as follows:

Educational said 70 children; Teach crime doesn't pay 20; Afford recreation 18; Teach good manners 18; How to dress properly 16; Teach proper kissing and love making 12; Teach good citizenship 11; Help in dramatics 11; Teach better English 6; Help to understand people better 5; Pass away time 4; Help in story and play writing 2; See hardships of life 2; How to be a G Man 1; Improves personality 1; and increases vocabulary 1.

**Girl 7:** Teach you to be careful so you won't be kidnapped.

**Boy 8:** You learn that you can't escape from the law.

**Boy 7:** No good can come from the movies, but they are a lot of fun.

**Boy 8:** Movies teach it pays to go straight, leave women alone, don't drink or smoke, but save your money.

**Boy 8:** How to dress and act properly. Teach the correct way to eat at banquets.

**Girl 8:** I think we learn from the shows good manners, how to speak correctly, how to cook, and how to wait on the table properly.

**Girl 8:** It's a better way to spend your time than being out on the highway all hours of the night.

**Girl 8:** They will teach you a lesson, if you take them in the right way. If you don't, they are bad.

**Boy 7:** The picture, "A Message to Garcia," teaches patriotism. It shows how faithful the

man (John Boles) was to the U. S. A., and how a man that had betrayed the U. S. A. wanted to come back and be a citizen once more.

**Educational.** The boys and girls expressed their appreciation of instructive pictures—ones that are based on historical facts which employ settings that give information about people in other sections of the world. The teacher will no doubt raise the question whether his pupils acquire or retain an appreciable amount of accurate information from fiction built around a historical event. Some children claimed that the movies served as an incentive for them to increase their vocabularies. None claimed an improvement in their spelling as a gain of motion picture attendance. In fact, there was a difference of opinion as to the correct spelling of certain cinema terms and titles. Consider their various ways of spelling "Dante's Inferno." Some wrote it "Dante's Inferior"; one, "Dantey's Furnace"; another "Danny's Infant," and a third "Dainty's Inferior."

Quotations from their educational values derived from the movies follow:

**Boy 8:** Captain Blood was a good history picture of the French and English War.

**Girl 8:** Some pictures show how college life is carried on.

**Girl 8:** Help in dramatics if you watch the acting carefully.

**Boy 8:** Captain Blood had good history in it. While the Spaniards were on the shore, the doctor and the rest of the slaves sneaked on board and turned to pirates. The doctor was from then on called "Captain Blood," and they went around plundering English ships. There was a very religious man on the ship. Every time he killed some one, he would stop and say a piece from the Bible that made up for the killing.

**Girl 8:** "The Tale of Two Cities" is one of the best pictures I've ever seen. It shows how cruelly the people were treated. The rich had good foods, plenty of clothes, and lots to drink, while the poor had little. When they had overthrown Parliament, they killed all the officials and the hero died, too. The reason they had a revolution and overthrew the government was because one of the King's messengers had run over a little child and left it lying in the road.

### Harmful Features

Nineteen replied no harm could result from the movies, and eighteen gave no answer to the question, "What bad can come from attending shows?"

Fifty-four argued that scenes depicting wrong-doing might influence others to embark on a criminal career. Not once did a single pupil admit, "They might lead me into a life of crime."

An enumeration of the evil influences of the screen and the number of times suggested follows:

Lead to crime 54; Lead to stealing 22; Gangsters 21; Cause bad habits 20; Give bad thoughts 17; Murder 17; Cause fear and nervousness 13; Cause loss of sleep, 12; Smoking 10; Drinking 9; Slang 6; Cause bad dreams 5; Divorce 2; Makes people tough 1; and colors are hard on eyes 1.

**Boy 8:** Bad features? None if you are in your right mind.

**Girl 8:** Nothing bad as I can see. You go to them for entertainment and you get it.

**Boy 7:** Teach boys to steal and be foxy about it.

**Boy 7:** You can learn to be a tough guy by seeing the movies.

**Boy 8:** They put ideas in your head that aren't right, suicide for instance.

**Boy 8:** Murder pictures make you feel like you want to see a lot of people get killed.

**Girl 7:** In funny shows I jump around and laugh so much I can't stop.

**Boy 8:** You see actors and actresses drink wine, and you may think it is the proper thing to do and get to doing it yourself.

**Boy 8:** The movies show the finest clothes and luxuries. Poor children think about these fine things, and crime gains a foothold in the minds of those who have little.

### After the Show—What?

Each year the percentage of boys and girls who admit that picture shows make them nervous or cause loss of sleep grows smaller. In 1936 only 5% admitted the movies made them nervous, and 6% said they had a hard time going to sleep after seeing a photoplay. A bare 3% confessed that they had bad dreams about the incidents they had seen dramatized.

On the other hand, 24% alleged that other children experienced such unpleasant reactions from the cinema. Thirty pupils (16%), eighteen girls and twelve boys, visioned themselves as Hollywood's celebrities. Fourteen (8%), eleven of them girls, confessed dramatizing incidents witnessed at the picture houses.

**Girl 7:** Make me scared of the dark.

**Girl 8:** I like the heroes. When my boy friends come over to see me, I pretend they are the heroes.

**Boy 7:** Some little children in my neighborhood play gangsters and G Men. They learned that from the movies.

**Girl 8:** (Concerning dramatization.) Not unless I'm going to be in a play. Then it's a good plan to imitate some actor for practice.

**Boy 8:** They don't really make anyone lose sleep. I see a movie, and after I go to bed. I sometimes don't go to sleep as soon as usual. I get to thinking about the story and how it could have been different.

### Conclusions

Movies affect children in entirely different ways. A situation which one may consider uplifting another may pronounce pernicious. On the whole, elementary school children rate all stars and films as unusually good. They indicate a preference for juvenile performers.

Individually children of this age make, in the opinion of adults, grave errors in their motion picture criticisms. Collectively their judgment is sound. Only an exceedingly small minority expressed approval of "hair-raising and blood-curdling" or exotic love scenes. The majority signified endorsement of clean, humorous, and instructive pictures which portray the defeat of wrongdoing and the triumph of idealism.

Henry A. Keeley, district superintendent of El Monte Union High School District, has retired after sixteen years of service and is succeeded by Robert S. Hicks, formerly district superintendent of schools, Caspar, Wyoming.

Mr. Keeley in retiring takes opportunity to "praise the work of two magnificent organizations: California Teachers Association and California Interscholastic Federation, with the sincere hope that they may continue their splendid efforts in the cause of education and good sportsmanship and progress to even greater efficiency and usefulness with the passing years."

\* \* \*

## Consistent Common Sense

*Stanford Hannah, Principal, Gridley Union High School, Butte County*

**M**AN is nature's most inconsistent creation. We fought a "war to end war." We hang men to teach others not to kill. We adults talk about the "wayward youth" and profit by selling them indecent books, magazines, and entertainment. One half of us vote and then criticize those whom we have elected; the other half only criticizes.

"Good Americans" noisily defend democracy and then use democracy to make themselves a privileged class.

Guarantees of economic security are antagonistic to individual liberty, but we expect both.

We demand honesty and efficiency of public officials and then "clean out the court house" regardless of meritorious service.

Educators bewail attacks on schools and yet do not make the effort necessary to educate the public as to the value of the schools.

Ministers of the gospel are paid starvation wages—or none at all—and church-goers "crab" about the sermons.

Big business objects to "government in business" but demands high tariffs and other subsidies, as well as patents, copyrights, franchises, and many other special privileges.

Farmers demand regulation of production and "boot-leg" produce when such regulation is ordered.

Teachers scold students for neglecting home-study, then they themselves "ditch" institutes. The principal moans about the lack of ideas on the part of both teachers and students—and turns in an article like this!

So what!

Merely that if we have a sense of humor, which is the same as mental balance, we may yet discover the light of Common sense and the power of Consistency. In such a state there would be limits to what we could achieve in material and social well-being.

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**Central Coast Section:** President, Grace Beebe, Elementary School, King City.

**North Coast Section:** President, Mary Sample, High School, Arcata; secretary-treasurer, Mrs. Neal T. McClure, Ford Street, Ukiah.

**Southern Section:** President, Mrs. Pauline Merchant, Garden Grove; vice-president, Mrs. Genevra P. Davis, 855 North Avenue 50, Los Angeles; secretary, Mrs. Theodosia Thomas, 315½ Atlantic Street, Alhambra; treasurer, Ethel M. Roseland, 7610 Hampton Avenue, Hollywood.

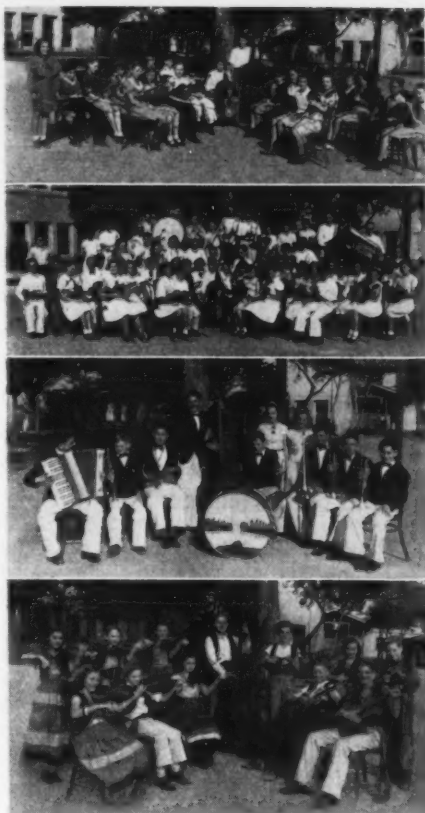
## Placement Service

California Teachers Association offers its members placement service at nominal cost. Members seeking placement service should address Earl G. Gridley, 2163 Center Street, Berkeley; phone THornwall 5600; or Fred L. Thurston, 307 Continental Building, Fourth and Spring Streets, Los Angeles; phone TRinity 1558.



# MUSIC APPEALS

Theron White, Director of Music, Hawthorne Public Schools



## The Pictures

**T**HE four groups above are (top to bottom):

1. The String Ensemble; one of the advanced players directs this group.
2. Hawthorne Elementary School Senior Orchestra; always "on the go."
3. Rhythm Boys; a group of children who are especially interested in the better grade of popular music.
4. The Gypsy Fiddles; this group plays for gatherings of every type.

**T**HE series of four groups in the right-hand column (top to bottom) are:

1. Japanese Club; very colorful dances and games.
2. The Trumpet Class from the second to eighth grades inclusive.
3. Spanish Group; songs and dances.
4. Girls Glee Club; girls from sixth, seventh and eighth grades.

\* \* \*

Ray G. Redding, principal, Julian Union High School (picture of which was featured on the cover of this magazine for May) reports that all of the teachers in that school were reelected for this next year. Several received salary increases. The staff is enrolled 100% in C. T. A.

A new school building is being constructed with assistance of PWA funds. Mr. Redding has written his master's thesis at Claremont Colleges on the implications of federal assistance to public schools.

**F**IFTEEN students in the Hawthorne Elementary School Orchestra. Thirteen to graduate in four and one-half months! Such was the situation that confronted me just out of college two years ago.

High hopes and plenty of ambition met the challenge. A musical survey was taken resulting (1) in the unearthing of a few battered violins and cornets, (2) an enthusiastic response from parents, and (3) a keen desire of the children to participate in some musical activity. Our school board squeezed out \$15 toward a tuba. A few parents managed to invest a dollar a week in a second-hand instrument for their children.

Away we went, the sky the limit. Let the 13 graduate! We were getting plenty of new ones to take their places! In the spring, we inaugurated an annual music festival. The purpose of this festival was three-fold: first, to give the children of our schools an opportunity to gain poise and confidence by appearing on a stage before a large audience; second, to acquaint parents with the benefits of musical training; third, to provide good entertainment for the people in our community.

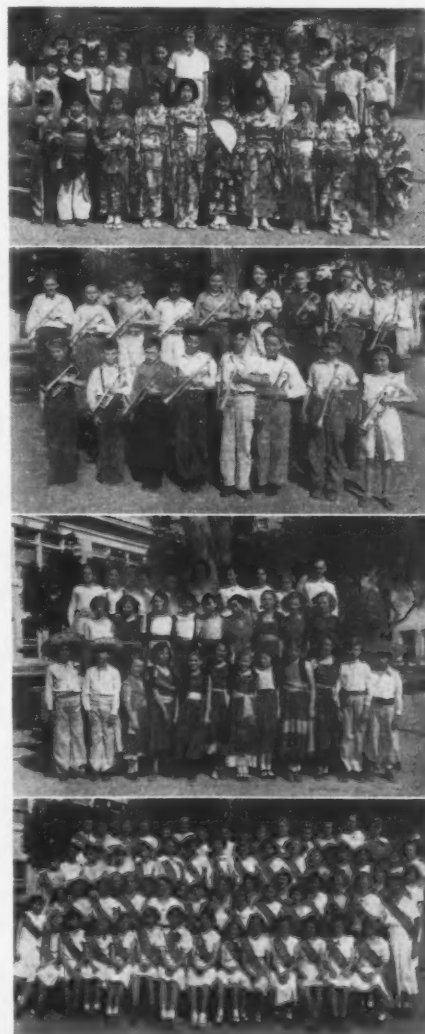
From a total enrollment of 1500 in the district, 600 excited children shared the hearty applause of our music festival. An orchestra of 108, a band of 35; a girls glee club of 75, a chorus of 175 from grades 1 to 5, and a mixed chorus of 250 from our intermediate school performed. Among those proud parents, who packed an auditorium of 1200 seats, sat our county superintendent of schools, A. R. Clifton, with the board of trustees and many educators.

The success of that festival paved the way for our future. Many more parents began sacrificing happily, so that their children might take advantage of the musical training offered by our schools. With voluntary services of a director the orchestra continued through the summer turning idle hours into very enjoyable ones, thus further-

ing the musical growth of our children.

Only about 10% of the children are able to take private lessons. Lacking in such advantages which richer communities are able to give music is especially worthwhile in this one, making lives fuller than they would otherwise be. For the adults who play instruments, a movement is on foot to organize a municipal band and community orchestra.

The talent from the entire faculty is drawn up, endeavoring to place our elementary school music program second to none. Much of the music is taught before school, at noon, and after school. The shop teacher, a fine violinist, has several violin classes. Beginners of the brass instruments are taught by an eighth grade teacher,





who plays the French horn. A harpist and a xylophonist are among our faculty members and each is helping children to learn these unusual instruments.

#### Our Music Committee

A music committee was selected from the faculty and prepared an integrated course of experiences to aid the vocal development and to raise the standard of music appreciation.

Last year our elementary school music groups made 46 public appearances in Southern California. We furnished musical entertainment for many gatherings, such as the Los Angeles County Fair, several county teachers institute sessions, service clubs, P. T. A. meetings, Townsend meetings, neighboring schools, and numerous home-town engagements. Parading on all occasions, the band builds up admiration for our public schools.

Our superintendent, Herman A. Buckner, states that musical participation aids in building up school spirit, increases attendance, decreases the number of maladjusted cases, and develops community solidarity, civic pride and an appreciation of what the schools are doing.

Over 1000 children from our district participated in the second annual music festival held last spring. Our all-schools orchestra had an enrollment of over 200; 50 were in the band; 70 and 65 in the senior and junior orchestras respectively; 50 in the boys' glee club, 80 in girls' glee club, 250 in all-schools chorus, and 300 in the Ballona mixed chorus.

Appearing on the program between the larger organizations were special groups (hobby groups), each of which was organized and trained by teachers.

**A** VERY colorful Japanese club with songs and dances is directed by Mrs. Helen Hoak and Mrs. Luteva Wadsworth. Typical costumes and songs of the Spanish Club are always enjoyed wherever presented by its leaders, Evelyn Petersen and Grace Hendrickson. With sombreros to boots, Evelyn Barton's "Ranch Gang" always pleases. Hobert McLaughlin enjoys his "Gypsy Fiddlers" with their bright clothes and gay songs. Similarly I find pleasant diversion from the

routine of public school music with my Hawthorne "Rhythm Boys." These eight instrumentalists follow the syncopated paths of the big jazz orchestras with even a classy little "Blues Singer."

And so, through splendid co-operation and some additional endeavor, we are giving to those whose lives we are trying to better, opportunities to enjoy the recreational, cultural, and aesthetic values bestowed by the most applicable of the arts, music.

\* \* \*

#### Lovelier Time

Mrs. Annette Davisson Squire of Corcoran and Paso Robles, contributor of several charming songs to this magazine, is author of the following verses: to be sung to the tune, "Glorious Things of Thee are Spoken." This tune, by Haydn, is in most hymnals.

Her song, dedicated to Business and Professional Women's Clubs, has already been sung in several of these clubs. Many California teachers are members of these clubs.

**A**S the Winter hills turn hoary,  
Earnest work knows wintry hours;  
Yet such work must yield a glory,  
As the vales of Spring bear flowers.  
Glad endurance now in duty,  
True fidelity and then  
Suddenly we see the beauty  
That our work has borne again.

Hills of winter may have beauty,  
God has set His own great mark  
On all lofty things like duty  
Or an unrewarded work.  
This we know and yet remember  
How the valleys burst to flowers  
When the Spring forgets December  
And the lovelier time is ours.

\* \* \*

#### By Seaside and Wayside

**D.** C. HEATH AND COMPANY, publishers of textbooks for schools and colleges, have recently issued a particularly praiseworthy nature series of readers entitled *By Seaside and Wayside*.

This natural science series by Phillips and Wright comprises four books—*Some Animals and Their Homes*; *Some Animal Neighbors*; *Plants and Animals*; *Our Earth and Its Life*. They conform to the standards recently set by the National Society for the Study of Education.

The original books have been entirely done over, so that the series is essentially new in content and in treatment. The typography, richness of illustration and attractive bindings embody worthy material.

## A BUDGET

### OUR FACULTY CHEST

*Mrs. Bonita Cornish, Dean of Girls  
Dunsmuir Joint Union High School*

**A** Faculty Chest idea worked out by Principal Ralph T. Wattenburger made it possible for the Dunsmuir High School faculty to enroll 100% with the C. T. A. last year for the first time for many years. Both faculty and community welfare organizations appreciated the Chest which was worked out as follows:

C. T. A. ....	\$3.00
Red Cross .....	2.50
Chamber of Commerce.....	2.00
P. T. A.....	.50
Salvation Army .....	.50
Boy Scouts .....	.50
Camp Fire Girls.....	.50
Y. M. C. A.....	.50
	<hr/>
	\$10.00

The eleven teachers on the faculty approved this budget, and arrangements were made so individual teachers could pay their ten dollars in installments. It was made clear that individuals were to feel free to support whatever other professional or community organizations they wished. The Faculty Chest was handled through the office.

\* \* \*

E. Valerio Bassi, graduate of the speech arts department, San Jose State College, and teacher at Pozo School, San Luis Obispo County, has made an interesting research study concerning the most popular plays produced in California junior high schools. The list is headed by *Why the Chimes Rang* by Alden, Samuel French, publisher; and *Knave of Hearts* by Sanders, Banner publishers.

\* \* \*

Ginn and Company have recently brought out *Directed Speech*, a volume of 400 pages, by Leon K. Whitney, instructor in speech, South High School, Denver, Colorado.

Mr. Whitney's stimulating text is characterized by the many concrete suggestions offered for ways to make speech interesting; wealth of suggested assignments; exercises for developing correct muscular performance; and unusually vivid illustrative material.

# TRANSFER STUDENTS

## WHAT OF THE TRANSFER STUDENT?

*Erle I. Allen, Social Science Instructor, Oroville Union High School*

**A** CAREFUL and intensive study of the program of studies offered in 45 of the 47 four-year high schools in California with a registration of between 75 and 125 students reveals many interesting facts.<sup>1</sup>

In these schools 187 different studies are offered. Some probably are very similar but the names do not necessarily reveal the sameness. For example, in the field of social science, 30 different courses are listed. They are as follows:

United States History, World History, Ancient History, Citizenship, Vocations, Economics, Orientation, Medieval History, Modern History, Social Science, Pacific Relations, Geography, Civics, History I, History II, History III, History IV, American Government, Commercial Civics, Vocational Guidance, Sociology, Commercial Geography, Economic Geography, Industrial Geography, Social Problems, General History, Occupations, Medieval and Modern History, Physical Geography, Vocational Citizenship.

The number of courses in other fields is:

Music, 23; English, 21; Home Economics, 18; Commercial, 17; Agriculture, 17; Mathematics, 15; Industrial Arts, 13; Foreign Language, 11; Physical Education, 8; Art, 8; Science, 5; Administration, 1.

Of course all of these subjects are not offered in any one school. Obviously, many of them are very similar, but their names are different and their subject-matter may vary a great deal. Different communities, principals, and teachers emphasize according to individual tastes.

Suppose a student with his four-year program carefully planned, transfers from one school to another. If he transfers to a large school, he probably can adjust his program with little difficulty, but this is not certain. If he goes to a small school, especially during a school term, he may not be able to complete a course he has begun, and he may not be able to continue his program without many discouraging changes.

For example, if he is majoring in social science, he may not be able to complete a single course with the possible exception of United States history and government,

which is required by the state. If he is a senior he may find this offered in the junior year.

There are many students in California who transfer from one school to another. There are no statistics available as to the exact number or the percentage, but the problem is a major one.

Would it not be possible to prevent penalizing the transfer student in the manner mentioned above? The principals of our California high schools, after due consultation with their teachers and students, should work out core courses in each department for each of the four years, with certain minimum requirements in each, so that a transfer may go right on with work he has begun and not lose at least half a year's work with each move.

For example, Social Science I could include citizenship, vocations, occupations, orientation, vocational guidance, and vocational citizenship all welded into a well-rounded course.

Social Science II could include a general review of the background of our social institutions including ancient history, medieval history, modern history, and world history.

Social Science III and IV, a two-year course, could include United States history, government of the United States, social problems, Pacific relations, economics, sociology, and even a little commercial law.

A year course in geography could include economic, commercial, industrial, and physical geography.

### Courses for Special Needs

After these five courses are organized, other courses that delve more intensively and extensively into given problems such as Pacific relations, economics, sociology, etc., might be offered to meet special needs and interests of a given community. But students electing such courses should be carefully selected and understand that should they transfer to another school they will be unable to continue in a majority of cases.

Similar core courses should be worked out in each department. Agriculture, however, is not offered in a majority of schools, so such unification is not necessary; but there should be an agreement as to what the names of the courses should be.

Where subjects are alternated by years to enrich the program all schools should offer the same subject the same year.



Everywhere they're talking about  
the new

## WORLD OF MUSIC

Its exceptionally fine collection of folk songs . . . its skillful correlation of music and art . . . its provision for all forms of musical development. THE STATE OF TENNESSEE (for supplementary use) . . . THE STATE OF NEVADA (for co-basal use) . . . Butte County, California . . . Spokane, Tacoma, Olympia, and Walla Walla, Washington . . . Ogden, Utah . . . Nampa, Idaho . . . 32 Minnesota cities are among the many places that have already chosen it.

**GINN AND COMPANY**

45 Second Street

San Francisco

<sup>1</sup> The source of this data is the Principal's October Report of 1932 on file in the department of research and statistics of the State Department of Education, Sacramento.

# RURAL HIGH SCHOOL

## RE-ORGANIZATION OF A SMALL HIGH SCHOOL

A. S. Cakebread, Principal, Greenville High School, Plumas County

**T**HIS paper is presented from the findings of a principal who went into this high school with the cries of his Board, "Give us a modern, progressive high school" ringing in his ears.

What has been accomplished at Greenville has been made possible only through the fact that Plumas County is blessed with one of the finest, broad minded Boards of Education ever assembled and to the fact that Mrs. Leolla Schott, County Superintendent of Schools, has given her time and great vision to the building up of the high schools.

After assembling the faculty we visited every parent in the valley to ascertain needs, desires and to receive suggestions. We surveyed the records carefully and found that about 1% of the students went on to college. We also found that about 90% of the curriculum was organized to prepare students for college.

Our findings were thoroughly discussed at many faculty meetings that were held at least three times a week. The following points were agreed on:

1. That the Greenville High School must be organized, not only for the regular students of the elementary schools, but also for those who may not have completed these schools but seem more likely to profit more from high school work; especially true of Indian students.
2. A very varied program must be set up to meet these children in their environment.
3. Students were coming to us from many elementary schools among which there was little in common. We must complete the base that each school had started.
4. That we should set down certain minimum essentials that each child should master according to his ability. The child would not be advanced through the grade system until he had a reasonable control over these.
5. That due to the fact only a few students go on to college, we could not be dominated with preparation for advanced studies. The subject-matter must be fitted to the children of THIS community.

Some of our major changes during the first few months were as follows:

1. The college preparatory subjects

were immediately moved to the junior and senior years.

2. The traditional study hall was abolished. Each class was to build up its individual library.

3. A move was started to do away with classes as classes. This allowed a student to advance as fast as ability and ambition would permit. One student should be allowed to master all requirements in three years if ability permits, while it might take another five years.

4. The school was organized as a lower division consisting of the usual Ninth and Tenth years and of the upper division of the Eleventh and Twelfth years.

5. Certain experiences were planned for each child in his ninth and tenth year. The basic needs of this community seemed to fall under four main headings. The schedule was organized on that basis:

(a) *Division of fundamental essentials:*

Certain subjects are of such universal value that they should be set up in fields of experiences so that practically every child could engage in them. This includes English, arithmetic, social science, business training, etc. The essential elements from each subject is picked.

(b) *Division of practical arts:*

This includes homemaking, industrial arts and commerce. These fields definitely stress the application of the fundamental essentials.

(c) *Finer arts:*

This is given equal time with all other fields. Every child must go into some experience of this division which includes instrumental music, voice, art, crafts, designing, metal crafts, etc.

(d) *Division of science and health.*

The courses now appear as follows:

### First Year Group

90 minutes—Social living (English, arithmetic, orientation, business training, etc.)

90 minutes—Finer arts (music, art, crafts, etc.)

60 minutes—Health

90 minutes—Practical arts

The work of this first year group is given over to remedial work in reading, spelling, arithmetic, etc. The second year group has work very similar to the above except more advanced and applied. English tools, for instance, learned in the first year are used to build the "English House" in the form of written reports, stories, etc.

The plan is to give each student a very fundamental course for living by the end of

the second year. If he quits at that time he will have had a fine background for living and as a better citizen.

### Third Year Group

90 minutes—Social living (U. S. History, and literature)

90 minutes—Finer arts

90 minutes—Practical arts (integrated with consumer economics, personality development)

50 minutes—Health

50 minutes—Elective

### Fourth Year Group

90 minutes—Social living

90 minutes—Finer arts (radio appreciation, motion picture appreciation)

90 minutes—Practical arts (integrated with family relations, social grace, etc.)

50 minutes—Health

50 minutes—Elective

**A**N interesting unit was started in the form of a special English class. Best students were selected from each English class and thus these more gifted students were allowed to advance very rapidly and cover broader fields.

Report cards were changed to include written reports that merely tried to give the parent a broad view of what his child was doing. The cards also brought to the child the more important traits that must be mastered other than subject-matter.

These cards were delivered to each of the parents by the teachers. This was unquestionably the finest move of the reorganization. It gives opportunity for teachers and parents to talk over problems. It creates a wonderful spirit on the part of the parent as he feels the school is really ready to put itself out for the good of his child.

Parties, games, etc., were organized with a very conscious, planned endeavor to train the students in social graces. A great change is being made in the physical make-up of the school plant, to meet the change in teaching technique.

All changes so far have met with a tremendous response on the part of students and parents.

\* \* \*

F. M. Allen, for many years Pacific Coast representative, F. A. Owen Publishing Company, has retired from active service. Loraine Birong of Madison, Wisconsin, is succeeding him.



# FAMILY SALARIES

## FAMILY SALARIES FOR TEACHER PARENTS

*Frederick J. Schwankovsky, Head, Art Department, Manual Arts High School  
Los Angeles; also Critic Teacher, University of Southern California*

**T**EACHER salaries are now closer than ever to the minimum needs of the proverbial single person they are uniformly designed to support. With the cost of living mounting, the need becomes imperative for a salary differential in favor of the teacher who is raising children. Otherwise the teacher profession will even more largely comprise that celibate priesthood which already constitutes most of it.

There used to be a bit of leeway between salary and minimum needs, so that the occasional man teacher (and the still rarer mother teacher) could get along by seeking summer employment, and living close to the health and respectability frontier, while adding one or two splendid American children to the population.

Such teacher parents, it is true, could not belong to the same social or economic class as their childless confreres; but they apparently found compensations in the fuller life of a normal adult and in the incomparable privileges of parenthood.

Paul Poponoe, director, Institute of Family Relations, writes: "The problem of the teaching profession is a particularly serious one because it involves more than half-a-million superior young women. The American population is meantime being produced preponderantly from the less fit. The better families," he continues, "average less than two children" (teachers families 1.2) "while those which have been on relief for five years or more, average five children."

### The Profession is Harmed

The harm done to the profession and to the children by having the profession so highly colored with the characteristic consciousness of celibate women is very great and accounts largely for the charge so frequently made that our profession is infantilized and feminized.

A few colleges begin to recognize this situation. The dean of Barnard, for example, writes: "It is of the greatest importance that our teachers should be normal and interesting human beings, with as full and rich lives as may be. Neither the men nor the women on our staff should be forced into celibacy, or cut off from that great

source of experience, of joy, sorrow and wisdom which marriage and parenthood offer."

One is amazed to realize that most school teachers have defined as "making a living" a salary earned in amounts and under pressures which preclude marriage and parenthood. They have "made a living," but dare not live.

Meantime, salary campaigns are partially

illogical, for the continued presence of heads of families living somehow on the selfsame salary which single women try to claim is too small for their support, constitute an embarrassing challenge of the truth of the statement.

A campaign for the salary differential at this time would be a convincing testimony in favor of the whole salary situation, being an entirely practical recognition of the inadequacy of it for normal adults.

### A Tremendous Step

The great California Teachers Association could achieve at one stroke a tremendous step in the evolution of education by furthering this cause.

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### TYPEWRITING TECHNIQUE

*By Harold H. Smith*

Just off the press. Emphasizes the development of usable basic skill before attempting to apply typing skill to business papers. A very elastic book. New practice routines. Divided into daily lesson plans. A fast-moving text that is notable for simple instructions and self-teaching features. A full cycle of typing.

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List price, \$1.40

Samples will be sent to teachers who wish to consider these texts for adoption.

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## PUBLIC RELATIONS

TEACHERS ARE ACTIVE IN THE CENTRAL SECTION

*Charles M. Dorr, Clovis; Chairman, Public Relations Committee  
California Teachers Association, Fresno County Unit*

**C**ENTRAL Section of California Teachers Association has initiated an intensive program of action which provides for and encourages participation by San Joaquin Valley classroom teachers in the affairs of their organization. Most of the teachers in this section have always supported the C. T. A. loyally enough. Too many of them had begun to believe that lip service and the payment of dues was all the service which was required of them. The teachers of the Central Section had commenced to feel that the Section officers would do all the work that needed to be done.

### New Classroom Teachers Division

The extensive activities of the Section last year have shown that the teachers are not indifferent to the problems confronting the schools. They are willing to give unsparing effort to solve these problems. The officers of California Teachers Association and other San Joaquin Valley leaders in educational work have shown that they really desire the classroom teachers to take a more active part in C. T. A. affairs. The Section president, Superintendent Paul E. Andrew of Clovis, has encouraged at every opportunity this increasing tendency of the teachers to participate in the work of our great organization.

The Section has organized a Classroom Teachers Division, the constitution for which has been accepted by the State Council of Education. This newly-created organization plans to meet soon after the schools reopen this fall to formulate their program for the coming year.

### Varied Programs of the Unit Councils

The Central Section members have not been idle while their officers have been forming this new Division. Unit councils of the Section have undertaken many diverse activities. H. W. Kelly, secretary-treasurer of the Section, prepared a four-page printed bulletin which summarized the work

of these councils. This bulletin was sent to every teacher in the Section.

The unit councils of the Section are democratic organizations, made up of men and women who are elected by the faculties of the schools in which they teach. Consequently, these councils are able to undertake any activities which are desired by the teachers who elect their own representatives to the unit councils.

All our groups in the Central Section are studying the initiative measures which will appear on the November ballot. Several of the unit councils are considering the improvement of institute programs. Some councils have given most of their thought to professional improvement while others have concentrated their efforts on the public relations program—the vital work of securing co-operation between educators and other associations.

The Tulare and the Bakersfield units have already declared themselves in opposition to the repeal of the sales tax. In many ways committees of teachers can co-operate with other organizations whenever such united effort can help to safeguard the welfare of school children.

### Intensive Study is Made

The Fresno County unit has created a public relations committee which made an intensive study of the organization and functioning of California Teachers Association itself with special reference to the Central Section. The findings of this committee were published in a bulletin which was sent to all teachers in the Fresno County unit. As a result of this study, the Fresno County unit council believes that it can do much more effective work if all the teachers, principals, and superintendents in the state understand more clearly the functioning of our own California Teachers Association, in order to develop channels of co-operation within C. T. A.

Differences of opinion among the various units of the C. T. A. should

not be interpreted to mean that they are disunited. These expressions of different opinions are a source of strength to the organization as a whole because they compel all members to think more deeply, considering problems more thoroughly before they take final action. These activities in the Central Section have aroused the enthusiasm of the teachers of the San Joaquin Valley which will lead to still more purposeful effort.

### Teacher Committees

It has been pointed out that every unit council has stressed some activities and neglected others. This need not have been true. Work undertaken for professional improvement—and efforts made to protect the schools from financial and political attack need not be mutually exclusive. These labors have to be carried on largely by committees. But usually only those teachers who serve on committees can gain the knowledge and the experience which they must have in order to carry on successfully the work of the program as a whole.

We have come to realize here in the Central Section that all units need to be encouraged to study diverse problems simultaneously. Many teachers working on committees can very quickly make our California Teachers Association unquestionably the best informed and the strongest professional organization in the state.

\* \* \*

Mrs. Eugenia West Jones and Mrs. Florence K. Hampton, retiring officers of N. E. A. Department of Kindergarten Primary Education, have sent out to the department an attractive folder, expressing appreciation and urging the same loyalty for the new officers. The leaflet includes a lovely poem by M. Madilene Veverka, of Los Angeles.

\* \* \*

### Adult Education

**ARTHUR HENRY CHAMBERLAIN**, supervisor of the San Francisco Emergency Education Program for Adult Education, and the Nursery Schools under WPA, has issued an admirable and interesting 22-page mimeographed report upon activities and expenditures during the past fiscal year; answering certain questions frequently asked concerning this important enterprise. Anyone desiring a copy may write to Mr. Chamberlain at Adams School, 750 Eddy Street, San Francisco.



# MOTION PICTURES

## IN THE VISUAL EDUCATION PROGRAM

Rulon P. Keetch, Director, Visual Education Department  
Standard School District, Oildale

**T**HE motion picture is the most powerful device in the field of visual education. This is a strong statement to make, but experiences of the past year in the Standard School, Oildale, California, have convinced the writer that this is true.

At the end of the school year 1934-1935, a questionnaire was filled out by each teacher and student. Information received on the subject of visual aids as important in learning and remembering facts, was as follows:

### For First Choice Votes

1. Sound pictures received 76.2%.
2. 16 mm silent pictures used in classroom and auditorium received 17.2%.
3. 35 mm silent pictures used only in auditorium received 6.3%.
4. The remaining percentage, too small to be itemized, was for other aids such as: lantern slides, stereographs, stereoscopes, stripfilms, charts, flats, and exhibits.

This information convinces us that the motion picture is indeed important in the education of children. In the pictures, they see the outward expression of inward feelings and illusive-ness. There is a bond established between the actors and the individual members of the audience. This bond is one of self-identification. The picture without possible bond is flat. The more one likes the picture, the stronger the bond, and vice versa. The bond established is, first, imagination and sympathy, and second, empathy, or entering into the modes. In motion pictures we live again in reality; this is particularly true in the dramatic types of pictures.

### Our Program

The motion picture program in the Standard School is conducted in the following manner:

All pictures directly related to subject matter being presented in the classes are shown on the 16 mm projector in the individual classrooms. Several classes are combined, for the showing of general subject pictures in the auditorium.

On rainy days when it is necessary for the children to be indoors, films

from our own film library are presented at the recess and noon periods. These pictures are of the educational type which may be used over and over without becoming monotonous.

Special films are shown for the primary grades, sound pictures being chosen whenever possible, to accommodate their lack of reading experience. When silent pictures are shown, the teacher reads the lines aloud. A public address system, with a microphone hook-up in the projection booth at the amplifier has been installed in our auditorium. This offers an opportunity for inspirational teaching and will benefit all students.

Once a week the intermediate grades have a chance to view an educational film in the auditorium. Sometimes these are 35 mm silent pictures, and at other times sound pictures. They are selected with the greatest of care to provide a balanced program. The various teachers select films and the director passes upon them before they are ordered. The picture is first previewed by the teachers, then discussed in class, emphasis being placed upon the most important parts, and, finally shown to

## A Teacher's Meditation

Harriet Fullen Smith, Altadena

**M**OTHER of six, with thoughts of your young brood,  
Your smile on me condones my innocence.  
You do not know that motherhood exists for me  
As it has never lived for you.

Realities of birth and death and flesh and blood  
Bind you too close to elements of life.  
You do not sense the pulse of breath  
That makes creation stir within my breast.

My progeny is infinite.  
My children are never born and yet they never die,  
For in my heart's blood beats the soul  
Of every child I see.  
How can you know that even yours belong to me  
And for a little while each one is mine?

the classes. A questionnaire is given to each student to be filled out. This shows the student's reactions to the picture. If the picture is worth re-showing, it is presented again, later.

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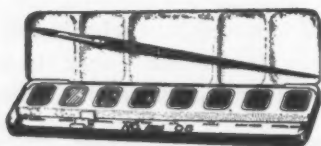
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## COUNSELORS

### STATUS OF COUNSELORS IN LOS ANGELES CITY SCHOOL SYSTEM

*Report of the Research Committee to the Southern California Counselors Association  
Dr. Gerald M. Weller and Glen W. Henry, Los Angeles Schools*

**A**T the March meeting, Pasadena, of Southern California Counselors Association, the general topic was the status of Counselors and Counseling in Southern California. A considerable portion of the evening was devoted to presentation of reports from the Research and Guidance Committee dealing with the situation in Los Angeles, where there are some 26 junior and 37 senior high school counselors.

#### Topics Investigated

A questionnaire was sent to all counselors in the Los Angeles junior and senior high schools with the object of securing detailed information on the following points: (1) salaries paid counselors; (2) training of counselors; (3) experience in both general educational work and counseling; (4) pupil-counselor load; (5) administrative and supervisory duties upon which counselors are engaged, and (6) opinions as to ways in which the status of counselors could be improved.

#### Findings

An analysis of the replies to the questionnaire are presented in the following set of findings.

**I. SALARIES.** Counselors in Los Angeles are paid on the same basis as classroom teachers. The salary range is from \$166 to \$284 per school month. This figure, incidentally, is considerably below the salaries paid principals and vice-principals.

**II. TRAINING.** Counselors were found to be, on the whole, a very highly trained group. Out of some 60 counselors two were possessors of doctor's degrees, while the great majority held master's degrees. Those few with bachelors degrees reported themselves as actively on the way toward their masterates. The majority of counselors either held administrative credentials or had already sufficient advanced work to be able to qualify for them in the event that they desired to secure them. In terms of course units the group had on the

average the greatest amount of professional training in the field of general educational psychology. Next to psychology came educational administration and supervision, while sociology ranked third in order of importance.

**III. EXPERIENCE.** Los Angeles counselors were found to be rich in educational experience. Before entering counseling work the group on the whole had had approximately ten years of teaching experience. The average counselor had been engaged in counseling some seven years, although there was a total range of counseling experience of from one to ten years.

**IV. LOAD.** In the senior high schools, counselors were responsible on the average for some 2000 pupils, while in the junior high schools the number was around 1650. Practically no counselors in schools with enrollments of 1500 or better had any classroom teaching duties. Neither were they responsible for home-rooms or extra-curricular activities, although a number had some supervisory duties in connection with home rooms. Practically all counselors had charge of those assemblies given from time to time for the purpose of group educational guidance activities.

**V. ADMINISTRATIVE DUTIES.** It is difficult to separate administrative and supervisory duties from those involved in counseling per se. The following is a list of the things specified by counselors which they did and which in their opinion were administrative and supervisory or near administrative and supervisory in nature. 1. Making or assisting in the making of the master program. 2. Programing incoming pupils throughout the year. 3. Continuously classifying pupils. 4. Adjusting classroom groups. 5. Visiting contributing schools each term for the purpose of explaining the curriculum. 6. Testing, classifying and preparing programs for the new incoming pupils from

contributing schools. 7. Giving, recording and interpreting tests of intelligence and achievement. 8. Working with teachers relative to child adjustment problems. 9. Working with department heads and chairman on curriculum problems, and pupil-subject matter adjustments. 10. Supervising slow-moving and non-curricula groups. 11. Interviewing parents in regard to pupil problems. 12. Advising pupils, especially seniors, about college entrance requirements and vocational opportunities. 13. Maintaining accurate pupil personnel files. 14. Handling child welfare work. 15. Meeting with and talking to community organizations from time to time. 16. Taking care of special promotions and transfers to special, part-time and trade schools. 17. Making various minor research studies when requested by principals.

**VI. IMPROVEMENT OF STATUS.** Among the suggestions offered through which the status of counselors might be improved, the following were deemed to be the most important:

1 Counselors should be definitely considered as part of the administrative organization in any one school, and as such they should not be counted in where standard city-wide pupil-teacher ratios are computed for the purpose of determining the number of teachers to be assigned to any one school.

2 Definite pupil-counselor ratios should be set up so that the assignment of counselor time would be on a standardized basis in relation to enrollment.

3 Because of the mass of detail involved in counseling and guidance work, counselors should be assigned more clerical help.

4 Job-analysis studies should be made with a view to more or less standardizing the duties of counselors throughout the system.

5 Biennial examinations should be held and an eligible list created from which appointments to counselorships would be made when vacancies occurred.

6 A salary schedule should be established which would more adequately recognize the factors of training and experience, and the administrative

nature of the duties performed by counselors.

\* \* \*

Elementary Photography, for club and home use, by Neblette, Brehm and Priest, is an excellent manual for curricular and extra-curricular purposes, recently brought out by the Macmillan Company.

It facilitates individual self-instruction, is based upon a tested and effective training program, has many helpful illustrations and is suitable for the junior as well as the senior high school.

The rapid growth of camera-craft in the modern school program makes this book particularly timely.

## Napacraft

### A Co-operative Teacher Project

**WILLIAM SANBORN**, commercial teacher, St. Helena Union High School, is promoting the development of a teachers co-operative settlement in Napa Valley near St. Helena. His plan, named Napacraft, visions a corporation dealing in creative goods and offering unusual services. It will provide an outlet for teachers energies during the summer. Cabin sites are to be available.

Persons interested in this co-operative project may address Mr. Sanborn at St. Helena.



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## PRACTICE HOUSE

HOME ECONOMICS PRACTICE HOUSE AFFORDS  
A LIFE SITUATION

*Charlotte Keays, Brea-Olinda Union High School*

**I**N the past era, academic training in home economics (along with those habits and skills absorbed at home) sufficed to prepare the prospective homemaker for her life work.

Today, academic training is being integrated within an ideal lifelike situation, and opportunity is afforded for the application of theories and problems in a natural setting.

The Practice House makes it possible for education for whole-home living to proceed in surroundings most suited to such training. It enables the application of skills and techniques which students have learned elsewhere, and the acquisition of new ones not provided for in the regular routine of classroom procedure.

It provides a setting for social experiences which grow out of home living and could not be supplied in the isolated classroom. It gives an insight into everyday economic problems, and helps to develop a keen appreciation for, and the right attitude toward happy home life.

The very complicated and diversified nature of our modern home life makes it impossible for girls to receive adequate training under ideal circumstances at home. In days passed, when the home was the center of productivity, it was able to develop most of the abilities which were requisite for a good homemaker. Habits and skills once acquired could be passed on from mother to daughter and remain adequate to meet the needs of the daughter in her own home.

Today, the physical side of home making has been lessened. The emphasis has shifted from the doing to the thinking; and a successful homemaker must be able to meet financial

problems, deal wisely with human relations, and be alert to new ideas and equipment so she may perform her household duties dexterously.

Brea-Olinda Union High School has been operating its practice house successfully for six years. It is singular in its operation, being the only one so conducted in Southern California. Girls actually live in the bungalow. They report Monday after school hours, and remain until the close of school on Friday. The operative and food costs are entirely provided for by a school fund. The girls live a normal school life while staying in the bungalow. Schedules of work are adhered to as closely as possible, but we feel that a successful homemaker must learn how to rearrange her routine so she may not neglect other worthwhile things, thus the girls do not sacrifice participation in extra-curricular activities while staying in the bungalow.

The bungalow is situated on the campus and is in keeping with the type of houses in the community. Bungalow training is not limited to home economics students. Every girl in school receives at least one week's instruction each year. The group for the week is made up of seven girls selected alphabetically by the instructor. Girls in one group may represent all strata of home life. By working and living to-

gether intimately, they learn to appreciate the relationship and contribution of each one to the group. They gain an insight into the each other's experiences and learn to respect each other's individuality.

The house-work and meal preparation in the bungalow is based on a daily and weekly schedule of duties. Each girl represents one member of the family, and has her representative share of the activities of the household. The girl's stay in the bungalow is necessarily brief and does not allow sufficient time to acquaint her with detail training in all the home activities. Consequently she is requested to serve in a different capacity at another time.

Girls who cook have no cleaning to do except on the weekly cleaning day. They must plan, budget, and prepare all of the meals. The menus are made out according to the principles of meal planning, and choices are left to preferences of the group. The last dinner of the week offers opportunity for utilizing left overs. The girls do all of the marketing and keep their own accounts. To many, this work amounts to the synthesis and practical application of techniques which they have already learned in class or in their own homes. It shows the relationship of abstract principles in nutrition to something as practical as daily meals for a family.

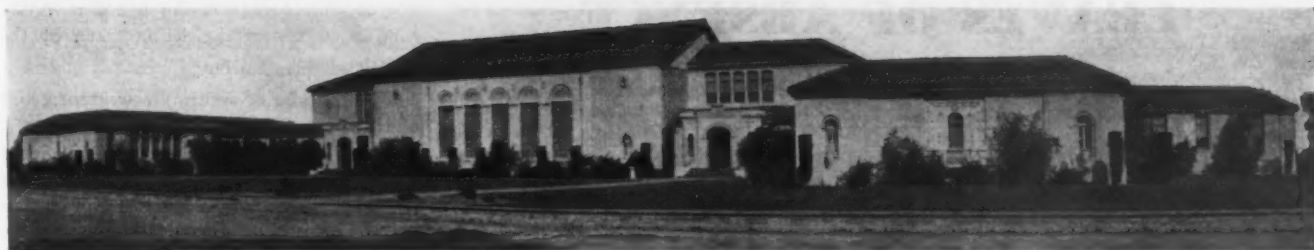
The girls who take care of the house-cleaning jobs are given an excellent opportunity to work out practical, workable standards for some of



*Here is the kitchen suite of the Practice Bungalow, with three girls at work.*

*Living-room and dining-room suite of the Bungalow, with a happy group.*





*Beautiful and adequate plant of the Lemoore Union High School, Lemoore, Kings County; J. F. Graham, principal  
Photo courtesy Dorothy Eddy, Deputy County Superintendent*

the routine tasks involved in house-cleaning. They are allowed to experiment and develop new methods in doing things well in the quickest, easiest way.

Our bungalow provides opportunity for many social experiences during the week, consequently the cultural phase of home economics is emphasized more than would be possible in the regular classroom. Mothers are entertained for dinner, boy friends are invited to call and simple refreshments are served, teas and luncheons are given. Through these social functions, girls develop social poise and graciousness, and learn to apply the technique of hospitality, and the art of conversation and entertaining. They are able to see that house keeping and homemaking are inseparably bound together.

It has been our experience at Brea-Olinda that girls do need training in homemaking and that our practice bungalow affords the best single opportunity for the application and practice of theory in a concrete situation. The reactions of the parents in the community are favorable and enthusiastic towards our project. They enjoy attending the social functions, and tell of the abilities and attitudes which the girls bring to their homes from experience in the bungalow.

The girls themselves look forward to their week in the bungalow, and ask to stay additional weeks during the year if time permits. Out of the 135 girls in our school, only four will miss their stay in the practice house this year, due to responsibilities at home. From all indications, we conclude that homemaking is recognized as a worthy profession and as such it requires thorough, intelligent preparation in as lifelike situations as possible.

## Mother Lode

**T**HE initial number of California Gold Rush Days, stories from the radio series broadcast by Louise E. Taber, was given extended notice in our June issue.

The second number, printed by Stanford University Press, comprises 12 stories of the Mother Lode; the third issue will feature early San Francisco.

This historical series is of great value to teachers, librarians and students. Persons interested may address Louise E. Taber, Pacific States Building, 556 California Street, San Francisco.

\* \* \*

Placer Union High School district trustees have established a new junior college there; Dr. John Napier is principal, Wyman Olson is vice principal and associate dean, Dr. Merton Hill, University of California, is educational adviser.

\* \* \*

## Traffic Safety

**T**RAFFIC Safety, Problems and Answers, is an extremely timely and interesting illustrated bulletin of 32 pages by Fred G. Rotermond, author of the Traffic Safety Game, featured in connection with safety campaigns by leading newspapers throughout the United States. The bulletin is dedicated to the promotion of public safety and published by Stark-Rath Printing & Publishing Company, 547 Mission Street, San Francisco.

This stimulating traffic booklet comprises an instructive, entertaining game, based upon common-sense rules of safety. Mr. Rotermond states that San Francisco, Evansville and Milwaukee lead America in their safety records.

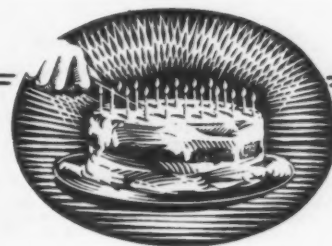
California teachers generally will be interested in his helpful book. Single copies, 10 cents.

\* \* \*

Harold A. Tobias, California manufacturer and dealer in handicraft and campcraft supplies, 1209 Divisadero Street, San Francisco, has issued a new catalog (No. 7) which will be of interest and service to many California school people.

His materials include aircraft, basketry, reed work, beadcraft, lanyards, sponges, leathercraft, woodworking, Indiancraft, metalcraft, campcraft; equipment and supplies

for camping and hiking. He conducts specialized services for schools and provides equipment for many types of craft classes.



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## LEAVES OF ABSENCE

Alfred E. Lentz, C. T. A. Legal Advisor

**T**HE number of inquiries received by the writer relative to the nature and effect of leaves of absence shows that considerable uncertainty exists among teachers, administrators and governing board members relative to the application of the law concerning leaves of absence for certificated employees of school districts. It is the purpose of this article to set forth briefly the application of these laws for the information of all concerned.

There are three types of leaves of absence provided by law:

### "Straight" Leave of Absence

The "straight" leave of absence is provided for in School Code section 5.720. This section authorizes the governing board of any school district to grant a leave of absence to any certificated employee. It makes no provision for the payment of compensation to an employee granted such a leave of absence.

### Sick Leaves

The "sick leave" is provided for by School Code sections 5.721 and 5.750. These two sections are to some extent overlapping and in conflict. However, as nearly as the writer has been able to ascertain, the following is a fair summary of the effect of the two sections.

1. Where a certificated employee is compelled to absent himself from duty because of an accident or because of a quarantine imposed upon him as a result of his contact during the course of his duty with persons having a contagious disease, the employing board may grant him a leave of absence with compensation during the period of his absence from duty. (School Code section 5.721.)

2. Where a certificated employee is by reason of his own illness compelled to absent himself from duty for a period of five school months or less, the employing board must grant him a leave of absence for the period of his absence and must pay him during his absence at least the difference between his salary and that of a substitute employee employed to take his place. If no substitute is employed, the absent employee is entitled to the full regular salary during his absence.

If the absence, however, is for a period in excess of five school months, it is clear that the employing board is not compelled to grant a leave of absence beyond the first five school months, or to pay the employee any compensation after the expiration of the first five school months of such absence, although it may, if it so desires. (School Code section 5.750.)

Under School Code section 5.750 a certificated employee is entitled to five school

months of absence arising by reason of his illness with the minimum required compensation in each school year. (Attorney General's opinion No. 2867.)

Childbirth is an illness and a prospective mother is entitled to all the benefits and privileges of School Code section 5.750 (Attorney General's opinion No. 10264).

### Sabbatical Leaves

School Code section 5.722 provides for so-called Sabbatical leaves of absence. Under this section, whenever a certificated employee of a school district has rendered seven consecutive years of service in the district, the governing board thereof may grant him a leave of absence for not to exceed one year for the purpose of permitting the employee to study or travel. In granting such a leave the employing board may require the employee to perform services for the district during such leave, and, if it does, it must pay the employee the difference between his salary and that of a substitute employee to take his place during his absence.

If no substitute is employed, presumably the employee granted the leave would be entitled to his full regular salary during his leave. The compensation, if any, earned by an employee during such a leave is not payable to him until after his return. One-half of the compensation is payable to him during the first year of service following his return, and the remaining half is payable during his second year of service following his return.

### Granting of Leaves of Absence

The School Code does not prescribe the manner in which leaves of absence shall be requested and granted. However, every employee applying for a leave of absence of any kind should make his request therefor in writing, retaining a copy of the request, stating the reasons for the request, and should make certain that the action taken by the governing board of the district is taken at a formal meeting and is recorded in the minutes of the board. The em-

ployee should request the board to notify him in writing of the action taken by the board.

The purpose of securing a written record of the matter is to insure against any misunderstanding. While in the case of a leave of absence because of illness taken under School Code section 5.750 for five school months or less the granting of the leave is mandatory, and all that is necessary for the employee to do in the case of a dispute is to establish the fact of his illness in order to establish his right to leave of absence, still the request for, and the granting of such leave of absence in the manner suggested above is the most satisfactory method of handling the matter.

### Length of Leaves of Absence

A sabbatical leave of absence granted under the provision of School Code section 5.722 cannot be in excess of one school year, under the terms of the section.

The maximum leave of absence which the governing board of a school district can be required to grant during any school year under School Code section 5.750 because of the illness of a certificated employee is five school months.

In the case of all other leaves of absence, the length of the leave is fixed by the board, the School Code not prescribing any limitation. Except in the case of sabbatical leaves of absence granted under School Code section 5.722, the governing board of a school district appears to have the power, with the consent of the employee concerned, to extend a leave of absence or to grant a new leave of absence immediately upon the expiration of a leave already granted.

### Effect of Leaves of Absence

The right of a certificated employee to compensation while absent on a leave of absence of any of the various types has already been set forth. The effect of such leaves of absence upon re-employment, tenure and retirement is here noted.

The very nature of a leave of absence is such that a certificated employee granted a leave of absence does not by taking such leave sever his connection with the district.

In the case of a permanent employee granted a leave of absence, such employee has the absolute and unqualified right to return to the service of the district from which he is on leave of absence at the expiration of such leave. However, except in the case of a Sabbatical leave of absence granted under the provisions of School Code section 5.722, he does not appear to have the right to the same position he held prior to the granting of the leave. The status of a person as a permanent employee of the district is not affected in any way by his acceptance of a leave of absence.

A probationary employee granted a leave of absence has the right also to return to the service of the district following the ex-

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piration of the leave, but he may, in the event his leave of absence is a sabbatical leave of absence granted under School Code section 5.722 and runs to or beyond the close of a school year, be dismissed from the service of the district at the close of such year under the provisions of School Code sections 5.681 and 5.682. As in the case of a permanent employee granted a sabbatical leave of absence, so also a probationary employee granted a sabbatical leave of absence has the right to be reinstated in the same position which he held prior to the granting of the leave.

The time spent by a probationary employee on a leave of absence cannot be counted as a part of the service required by School Code sections 5.500 and 5.501 to attain the status of a permanent employee or to become eligible therefor, since School Code section 5.503 providing for the computation of service requires active service (Attorney General's opinion No. 8557). However, this opinion would not appear to apply to any case where a probationary employee was granted a sabbatical leave under School Code section 5.722 and was required by the governing board of the district to perform services during such leave for the district, and in such case the time spent on leave might well be counted as service toward tenure if the amount of service rendered met the requirements of School Code section 5.503.

School Code section 5.722 specifically provides that at the expiration of a leave of absence granted under the section, the employee granted the leave shall be reinstated in the same position as he held prior to the expiration of such leave, unless he otherwise agrees. This applies both to permanent and probationary employees.

#### Time Spent on Leave of Absence as Service Toward Retirement

The time spent by a certificated employee of a school district on a leave of absence subsequent to September 15, 1935, during which he received compensation from the district, is counted as service toward retirement, and deductions from such compensation are made accordingly (Rules 17 and 46, Public School Teachers Retirement Salary Fund Board, based on Attorney General's opinion No. 10264). It is true that School Code section 5.722 states specifically that a leave of absence granted under the section shall not be counted toward retirement, but by virtue of the 1935 amendments to the State Teachers Retirement Salary Law this provision of School Code section 5.722 has been modified where the employee granted such leave receives compensation from the district while on such leave.

\* \* \*

Seven new faculty members have been added for the academic year 1936-37 at Pomona College—Kenneth Fiske, instructor in violin; William G. Blanchard, orchestra-

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tion; John Haskell Kemble, instructor in history; Margaret E. Smith, chemistry.

With the retirement after 15 years of distinguished service of Dr. Raymond C. Brooks, Bernard Eugene Meland comes to Pomona as new head of the department of religion. Charles Burton Fahs has been chosen first member of a newly-created department of Oriental affairs. Hugh J. Hamilton is instructor in mathematics.

Three Pomona College faculty members are absent on leave for the first half of the 1936-37 academic year—William A. Hilton, professor of zoology, who is traveling through Africa; J. W. Crowell, professor of romance and languages, who is in Mexico and Central America, and Benjamin D. Scott, associate professor of public address, who is studying drama in England and Ireland.

\* \* \*

### Teacher's Creed

FRED R. LEONARD, Mendocino County rural school supervisor, Ukiah, has published an interesting teacher's creed, which begins:

I am an American teacher and am proud to teach American ideals to American youth under conditions of American life.

I will teach for the joy of teaching, for it is a notorious fact that teachers never become rich.

I will be patient and cheerful with my young charges, for patience and cheerfulness are the cardinal virtues of a teacher.

I will see that my pupils develop needed skills in reading, writing and arithmetic, but will not neglect their development in ideals and attitudes, in cleanliness of body and soul, in self expression and in critical thinking.

Thomas Y. Crowell has recently published A Program for Modern America by Harry W. Laidler, nationally-known as a lecturer and writer on social problems. The volume is a political and economic handbook for 1936. Dr. Laidler, while still in college, was one of the founders of an inter-collegiate society of which Jack London was the first president.

He is chairman of the economics committee of the National Advisory Council on Radio in Education.

\* \* \*

### Bertina Hoffman

Honoring Mrs. Bertina Hoffman, retiring from Piru School, Ventura County, the community and staff of school supervisors gathered on a May evening for a potluck dinner in the school auditorium. The tables were beautifully decorated with spring flowers; each place was marked with a miniature book. A program was given complimenting the honored guest.

Mrs. Hoffman taught for the past 16 years in Piru. She is a native of Norway. At an early age her family came to Minnesota, where she received her education. Obtaining her teacher's certificate from the Winona Teachers College, she taught in three city school systems in Minnesota. When she left for Arizona she was given the high award of an honorary life certificate for outstanding service. When Arizona was only a territory, Mrs. Hoffman served there as a teacher. In California, Piru was the only school at which she applied. During her stay at the Piru school her work has been exceptionally fine. With deep regret that community sees her retire.—Isabel V. Orton, Piru, Ventura County.



## N. E. A. Convention

(Continued from Page 12)

Without doubt this reorganization work now so well under way will be continued under the fine leadership of our new president, Mr. Pratt. This more democratic plan of operation should so greatly interest the profession that our national association will go forward again by great strides.—Albert M. Shaw, teacher, Hollenbeck Junior High School, Los Angeles; president, N. E. A. Department of Classroom Teachers.

### Teachers United

I came away from the Portland Convention imbued with the idea that the greatest educational force in our country is the National Education Association.

National organization gives teachers everywhere the benefit of the leadership of the greatest men and women of the profession. Without association conventions and without the publications of teacher organizations, we should have little chance of knowing and using the information and inspiration which the ablest teachers and the most interested laymen have to offer.

Large organizations make possible and encourage research, which is one of the most practical tools teachers possess. A sense of conviction backed by honest statistics is a formidable weapon, which may be used most effectively to defeat the critics of our school system.

The results of this intensive research are given in the form of committee reports, which are invaluable to our profession. These reports deserve every consideration by local and state units as well as individual teachers, for as was said, "Teachers united in solving the problems vital to all, can be a great power in promoting educational welfare in the state and nation and in perpetuating our democratic form of government."—Ada V. Withrew, president, C. T. A. Bay Section; classroom teacher, Los Gatos Elementary School, Santa Clara County.

### An Impressive Convention

I found the entire N. E. A. convention week impressive. The talks and discussions by the nation's outstanding educators were splendid and inspiring. Most thrilling to me were the meetings of the Representative Assembly of which I was fortunate enough to be a member. To sit as a delegate from California in the California section; to see all about me similar sections labeled with the names of every state and territory in the Union; to hear each person speaking from the floor recognized by his name and state and speaking with the peculiarities of pronunciation and even vocabulary of his particular section of our huge country; all this was interesting beyond description.

"Education moving forward" was the keynote of the convention. Though the meet-

Junior college courses on a post-graduate basis have been established at Placer Union High School, Auburn, and at San Luis Obispo High School.

The State Department of Education has appointed a committee to study the extension of junior college educational offerings and the financing of after-high-school education. The committee will plan a zoning of California for the future extension of junior college courses.

ings were live and the discussion often heated, the sane and sensible always dominated. The teachers of the nation seemed a thinking, united group.

I was deeply impressed by the broad-minded attitude and the interest in the welfare of childhood shown and expressed by teachers from regions which we knew were not supporting education adequately. The attitude of the entire group seemed one of determination to meet with a united front the challenge to lift education to new and higher levels of excellence.—Delia Roche Briggs, president, C. T. A. Central Coast Section; principal, Ausaymas School, Hollister.

### The Way of Democracy

I was particularly impressed with the seriousness of purpose evident at the Portland sessions. It was manifested in the first place by the hurry and bustle to get to meetings on time. Incidentally, the meetings all seemed to be overcrowded.

Furthermore, it is evident that the teachers have a feeling that they are more than mere drillmasters, teaching carefully censored facts and fettered by the fear of offending some higher authority if they dare to encourage pupils to study all phases of our social questions. Again and again it was figuratively thundered from the platform that teachers must feel free to teach the truth, that they must have academic freedom, and always the applause was prompt and emphatic.

The term radicalism cannot be applied to those teachers in any sense, for they are too seriously concerned with the problems of democracy. Professor Coleman of Reed College said that we must proceed at once to right some of our glaring social wrongs. If we make a success of democracy we dare not forget that "Democracy is a way, and not an end." In essence it is a people working together to attain higher levels.

The cross-section of the nation's teachers at Portland seemed to me alive, independent, and sane.—A. O. Cooperrider, member, C. T. A. Board of Directors; principal, Arcata Union High School.

### Military Training

The inspiring address of President Robert G. Sproul, of the University of California, at the convention in Portland, was

the highlight of the meeting to me. I thought Dr. Sproul made the best and most timely address of the entire convention.

The convention was well planned. Detailed arrangements seemed to me to be the result of much painstaking work on the part of those in charge of the program.

As a citizen of the United States, it pleased me that the representative assembly modified the resolution prepared in committee, condemning voluntary as well as compulsory military training in public schools. It would have been a sad state of affairs in a democracy had educational leaders gone on record as opposing the right of young men to have voluntary military training in public schools.

I appreciate the privilege of representing the Northern California unit of the California Teachers Association at this Portland meeting.—Earl Crabbe, Chairman, Public Relations Committee, C. T. A. Northern section; teacher, Placer Union High School, Auburn.

### Geography Teaching

Confronted with a 60-page program listing, besides 8 general sessions, meetings of 21 departments of the Association and the 18 allied organizations, the first-timer at the N. E. A. Convention hardly knows which way to turn—what meetings to attend.

On Wednesday afternoon I attended the first session of National Council of Geography Teachers. Secondary school pupils know too little geography. I was anxious to learn what is being done or is being proposed to remedy this deficiency. Two discussions were of particular interest to me,— "Teaching International Geographic Relationships" and "The High School Needs Geography."

Both of these pointed out the increased understanding pupils would have of our modern domestic and international problems if they approached the study of these problems with a sound knowledge of geography. The Italian-Ethiopian situation was used as an illustration wherein a knowledge of physical and economic geography would make Italy's attitude more understandable.

This is a brief glimpse of the type of questions which were discussed in the scores of section meetings.—Neil M. Parsons, president, C. T. A. North Coast Section; principal, Mendocino High School.

### Teachers Oaths

The following were among the highlights of the Portland Convention:

1. Progress toward further democratization of the organization.
2. The report of the tenure committee.
3. The indorsement of the Harrison-Fletcher bill for Federal aid to education.
4. The decision to have a special committee work on the problem of Education for Peace.
5. The presenta-

tion of the political platforms of the Republicans, Democrats and Socialists. 6. The announcement of the American Legion's attitude toward loyalty oaths and also its program for peace.

Limited space precludes more than passing mention of what took place. I wish, however, to direct attention to several statements of Frank Miles, Legion editor, who represented the national commander.

Concerning oaths he said: "The American Legion will not support any measure requiring teachers in public schools to swear oaths not to teach Communism, and the national commander has instructed me to say, and I firmly believe, advocacy of such a system would be one of the worst things we could do.

"I think it would be foolish to require teachers to take oaths. Any teacher disloyal enough to teach subversive doctrines would blithely violate oaths as well."

He explained that the Legion regards Fascism and Nazism as subversive as Communism. He said he regarded "many of the forces hollering about a Red scare just as dangerous as the Communists."

With regard to world peace, Miles said: "The American Legion has presented what we believe the best instrument for ending war, an international pact to deprofitize war."—R. B. Huxtable, teacher, Luther Burbank Junior High School, Los Angeles; member C. T. A. Council of Education.

The lovely poem by Miss Veverka (mentioned on page 28 of this issue) was read

by Fred L. Thurston at the great Kindergarten Primary Breakfast, presided over by President Eugenia West Jones.

\* \* \*

## Modern - School Algebra

**T**HAT algebra as a part of the high school curriculum has recently been losing ground to general mathematics and other subjects is a commonplace. But there is still a large group of educators who hold that until something better is offered in its place, algebra should remain in the curriculum; and that some of the difficulties in teaching algebra may be due to methods of teaching more than to the innate difficulty of the subject.

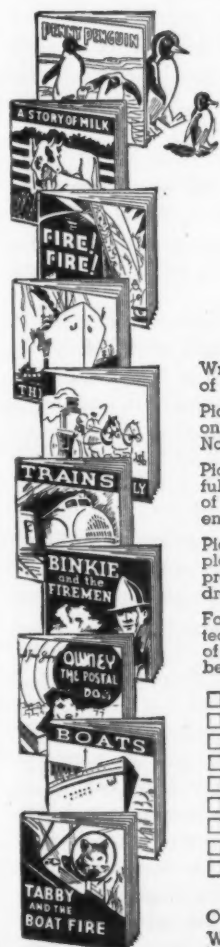
Many have felt that in the past algebra courses of study and textbooks have emphasized too strongly manipulative techniques and preparation for college. The development in the student of an understanding and appreciation of the fundamental principles has been neglected. Now the College Entrance Examination Board itself, with its new Alpha Examination, is attempting to overcome this emphasis which made algebra too dry and technical for average students. And with this change of policy, the movement for algebra, which is more meaningful and more easily understood by the student, should go forward.

It is a pleasure then that we have had the opportunity of examining this new text in algebra\* which is built to give students a better appreciation of principles and their interrelationships. Modern-School Algebra has overthrown traditional methods of approach. The developments of new topics are inductive in nature. Through skillful questioning and illustrative examples, ingeniously analyzed, the student is led to see how a process works. It is only after a thorough development for meaning that he is called upon for technique.

Another phase of the book which your reviewer likes are the chapter introductions and summaries. These well written little essays show the student where he is going and why he is going there. Their frank, good, common sense puts them high above "inspirational" writing of this sort. They adequately serve their purpose of keeping the students oriented and help to integrate the course.

We like also the way the book introduces students to algebra. The first four chapters are easy and concrete, yet they do not fail to come to grips with the subject. The transition from arithmetic to algebra, from experiential learning to abstract reasoning, is skillfully handled.

\*First Course. By Raleigh Schorling, John R. Clark, and Rolland R. Smith. World Book Company, 1935, xvi + 464 pages. Price, \$1.36.



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| <input type="checkbox"/> Fire, Fire!            | <input type="checkbox"/> Maria Mello and Chiquito                  |
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## Recent Changes

### IN CALIFORNIA SCHOOL POSITIONS

*Courtesy of F. L. Thurston and Earl G. Gridley*

#### *Southern California*

Leroy W. Beam, superintendent, Idaho Falls schools, elected to the principalship of Banning Union High School.

Cecil J. Brower, superintendent, Manteca schools, elected to the superintendency of La Habra schools.

Donovan T. Cartwright, former teacher in Beaumont High School, elected to the superintendency of Beaumont schools.

Vincent B. Claypool, former teacher in Perris Union High School, elected to the principalship of Barstow Union High School.

Sherman H. Freeman, principal, Perris Union High School, elected to superintendency of Vista schools.

E. E. Harwood, principal, Hoffman School, Calexico, elected to the superintendency of Tustin elementary schools.

Robert S. Hicks, director of curriculum, El Monte Union High School, elected to the superintendency of that high school.

Otis P. Hornaday, former teacher in Brea-Olinda Union High School, elected to the principalship of Elsinore Union High School.

Arthur M. Main, dean of boys, Haywood High School, elected to the superintendency of San Dieguito schools, Encinitas.

Gordon W. Park, principal, Barstow Union High School, elected to the principalship of Sturges Junior High School, San Bernardino.

H. C. McMillan, principal, Sturges Junior High School, San Bernardino, elected to principalship of San Bernardino High School.

Paul E. Richards, student at University of Southern California, elected to the principalship of San Juan Capistrano Union High School.

Harry G. Thompson, vice-principal, Ventura Junior College, elected to the principalship of Perris Union High School.

Guy A. Weakley, superintendent of El Centro elementary schools, elected to the superintendency of El Centro elementary and high school districts.

#### **Alhambra City**

Norman B. Scharer will serve as principal of Granada School in place of Perez N. Bennett.

#### **Burbank City**

A. Gerald Ogborn, formerly principal of Abraham Lincoln School, will serve as principal of John Burroughs Junior High School.

Virgil R. Kindy, formerly principal of John Burroughs Junior High School,\* will serve as principal of Abraham Lincoln and William McKinley Schools.

Dr. J. Murray Lee, formerly principal of

William McKinley School, will serve as director of research for Burbank City Schools.

Mrs. Bertha H. Clark, formerly principal of Ralph Waldo Emerson School, will serve as dean of girls of John Muir Junior High School.

Mrs. Estelle W. Burnette, formerly principal of Theodore Roosevelt School, will serve as principal of Ralph Waldo Emerson School.

Frederick L. Trott, jr., principal of George Washington School, will serve also as principal of Theodore Roosevelt School.

Mrs. Louise L. Wickersham remains as principal of Jaquin Miller School but will also serve as elementary supervisor.

#### **Los Angeles City**

Vincent P. Maher, formerly director of special assignments and cafeteria service section, has been elected as an assistant superintendent assigned as acting deputy superintendent in charge of service activities. This position was formerly held by William L. Richer who has been seriously ill for a number of months.

William John Goodwin, formerly principal of Hollenbeck Junior High School, will serve as principal of San Pedro High School in place of Juliette Pierce who resigned during the last semester because of ill health.

James Clarence Reinhard, formerly principal of Central Junior High School, will serve as principal of Hollenbeck Junior High School.

Dr. Marion Eugene Herriott, formerly vice-principal of John Muir Junior High School, will serve as principal of Central Junior High School.

#### **Riverside City**

Glen D. Wight, principal of Longfellow School, will also serve as principal of the Bryant School, in place of Grace Murray, who has retired.

#### **San Bernardino City**

W. Nathan Wilson will serve as principal of Ramona Junior High School to be opened in September.

Elsie Gibbs of the teaching staff of San Bernardino City Schools has been appointed supervisor of secondary education.

Mary E. Hughes, formerly principal of Roosevelt School, will serve as principal of Mt. Vernon School in place of Mary E. Paul, who has resigned.

Melvin Meeker, formerly of the Idyllwild School in Riverside County, will serve as principal of the Roosevelt School.

#### **Santa Ana**

Mrs. Marjorie Dudley will serve as principal of Franklin Elementary School in place of Lottie Sweet, who has retired.

Johanne Eilers will serve as principal of Lincoln Elementary School in place of Linda Paul, who has retired.

#### **Santa Monica City**

Everett D. Boynton, formerly director of business service, will serve as assistant superintendent of city schools.

Cora Catherine Lietzau, formerly principal of Jefferson School, which has been discontinued, will serve as principal of Madison School.

Thomas A. Wood, formerly principal of Madison School, will serve as principal of John Adams Junior High School.

#### **Ventura City**

James M. Sexton, formerly in the adult education department of Long Beach City Schools, will serve as head principal of Ventura City Elementary Schools, in place of Dr. Charles A. Smith.

#### *Northern California*

George T. Creary, principal, St. Helena High School, resigned to accept the superintendency of Antioch schools.

Harry McPherson, principal of Mt. Shasta High School, has resigned to accept the principalship of St. Helena High School.

Mr. Everett Ellis of Albany has accepted the principalship of Mt. Shasta High School.

Dr. John Napier, superintendent of Emeryville schools, resigned to accept the district superintendency of Auburn High School and Junior College. Dr. John F. Engle retired.

Otis E. Wilson, principal of Yreka High School, has accepted the district superintendency of Emeryville schools.

W. T. Atkin, principal of Dorris High School, has been elected principal of Yreka High School.

Clarence Herkner, principal of McCloud High School, has accepted the principalship of the newly-organized junior high school in San Rafael.

Charles R. Green, principal of Happy Camp High School, has been elected principal of McCloud High School.

Clarence Fitzgerald, former principal of Tomales High School, will teach in Seattle next year.

W. F. Young of Dixon has accepted the principalship of Tomales High School.

Alfred Everest, principal of Potter Valley High School, has resigned to accept the superintendency of Boulder Creek schools.

Theodore Lieftrick of Tomales has accepted the principalship of Potter Valley High School.

Irvin O. Coppock, principal of Cloverdale High School, has accepted the principalship of the junior high school in Santa Rosa.

Lyman S. Marsters of Yuba City High School has accepted the principalship of Cloverdale High School.

Walter J. Pierce, principal of Corning High School, has resigned to accept the principalship in Gustine High School.

Marion McCart has been promoted to the principalship of Corning High School.

Charles R. Crooke has been elected principal of Mountain View High School.

E. E. Wellemeyer has been promoted to the principalship of Patterson High School.

E. R. Berry, district superintendent of La Habra schools, has been elected to the district superintendency of Porterville Elementary Schools.

Harold Chastain, principal of Le Grand High School, has accepted the principalship of Oakdale High School.

A. C. Jensen, vice-principal of Yuba City High School, has accepted the principalship of Le Grand High School.

J. R. Overturf, deputy superintendent of Sacramento schools, has accepted the city superintendency of Palo Alto schools.

Paul M. Goodwin, vice-principal of Weed High School, has accepted the principalship of Tule Lake High School.

W. Edwin Mitchell, principal of Ione High School, has accepted the principalship of Ferndale High School; Ralph Doughty, deceased.

library for a day, that others may see them. The children also remember the book that seemed most interesting to them and next time search for it on Library Day.

This experience has become very vital and must certainly contribute to the development of fine habits and attitudes towards books; create a feeling that the mastery of reading will mean much to him; and arouse an enthusiasm and eagerness to learn to read, that he may the more enjoy what books can give him.

Think of the good that is developing in the child through this library experience:

The enjoyment of the story.

The desire to repeat this enjoyment.

The desire to share this enjoyment with others.

The ability to select a best-liked part.

The ability to tell something about it.

The ability to listen to another's "book-review."

The knowledge that the library has something he wants.

The ability to use this knowledge in finding what he wants.

The beginning of a habit of handling books carefully.

The beginning of the habit of library ethics.

And many other associate and concomitant learnings through this social group experience.

## KINDERGARTEN LIBRARY

HOW THE SCHOOL LIBRARY FUNCTIONS FOR THE KINDERGARTEN

Minnie H. Young, Kindergarten Teacher, Whittier Elementary School, Berkeley

**T**HE library committee at Whittier School consists of one teacher and one representative from the kindergarten and each of the six grades—each representative having a specific duty. Each class has a regular day on which it has special privileges and the opportunity of visiting the library in a group.

On Monday morning the child, whose duty and privilege it is to notify each room of its Library Day, comes to the kindergarten with a large picture, perhaps of a child sitting in a book-corner enjoying a book, on which is printed "This is your Library Day." This picture reminds us, but it hasn't been necessary, for already many children have enthusiastically remarked, "This is our Library Day!"

No other activity is allowed to take its place. Many times during the morning the teacher is told that "This is our library day." Although the kindergarten has its own library corner, still the thrill of going to the school library is very stimulating. The time that we have selected for this library treat is after the rest period and just before the noon dismissal.

Through group discussion the following procedures have been set up and standards of behavior formulated:

Before going, dirty hands must be washed, because we want to keep the books clean.

We must walk quietly through the halls, because other classes are busy working.

We must take our turn in selecting a book to look at, from the corner that holds the picture-books, because we cannot all be there at the same time.

We must handle the books carefully, because they are not ours, and other children also wish to see them.

We must look at the books without talking, because we would disturb others if we did talk.

We must put our chairs under the table when leaving, because others might trip against them and fall.

When a book that the child desires to take home is selected, he goes to the desk (waiting his turn in line in real library fashion), where the teacher places his name on the card and stamps the date of return—one week hence.

Before the child returns his book to the library—whenever it may be, the next day or after the full week—he stands before the class, showing the picture and telling the group what he liked best in his book. With the presentation of these pictures and remarks, there is always an eager chorus of "Read it! Read it!" Sometimes the books are left in the kindergarten li-

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## Pictures in Relief

*A Fusion Project  
in an Elementary  
Eighth Grade*

*Bryant M. Hale  
Elsinore Union School  
Riverside County*



*Roy Johnson, eighth grade student, holding his relief picture of the Santa Barbara Mission. The padre and ox-cart were carved of balsam.*

**B**ORROWING an idea, a bucket of papier mache and a handful of powdered clay from the "school of relief-map makers," the Eighth Grade of Elsinore Union Grammar School has produced several pictures that have added much in the decoration of their classroom. The project correlated art and social studies and was identified with the period given to the study of California.

Three-ply boards, two feet by three feet, are framed with picture-molding. After the drawing has been sketched in, it is covered with small tacks driven in at varying heights to serve as a support to the wet paper pulp which is molded on to the picture to give it a third-dimensional effect. After it is dry it is painted with cold-water paints. The frame is enameled in some harmonious color.

In selecting subjects it is best that the design be taken from a three-quarter viewpoint so that the papier mache will be thinnest at the edges, giving the impression of distance. The pulp should be boiled several hours and kneaded to paste-like smoothness.

\* \* \*

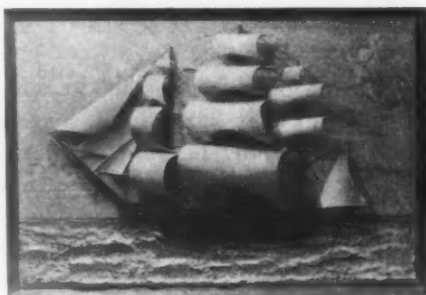
Astronomy for the Layman, by Frank Reh, is an attractive, illustrated volume published by D. Appleton-Century Company.

In good popular style it covers the main features of astronomy and avoids detailed technical discussions. The Appleton New World of Science Series is brilliantly edited by Watson Davis.

\* \* \*

San Antonio Union School at Lockwood publishes an excellent, illustrated, mimeographed paper entitled "The Padre." Stanley J. Krikac is principal.

The June issue, embellished with a large, hand-colored picture, was well-edited.



*A clipper ship of wood, cardboard and twine, sailing on a papier mache ocean against a painted sky; by Charles Ford and Bard Kreider.*

*The original picture is much more striking than the photograph indicates. The bow of the boat stands out three inches from the board. The sea gulls, also made of papier mache, are made to hover above the water and away from the ship by invisible pins. Designed by Ivan Baldwin and Woodrow Froggatte.*



## Thomas Downey

**M**ANY a business-man in Modesto and in the surrounding country can trace his success in life to the teaching of Thomas Downey, who passed away in May.

Mr. Downey was born in Elkador, Iowa, in 1859, educated at Valparaiso University, Indiana, came to California in 1887 and in 1889 became principal and superintendent of the grammar school and high school in Modesto, where he served for 26 years.

When he began, the Modesto schools comprised the brick schoolhouse on Fourteenth Street and a frame building on I Street. Both buildings have since been torn down. The high school faculty, at that time comprising two teachers, has grown to 64. A junior college and seven grammar school buildings have been built.

At the end of 26 years of service, he left the high school the second in rank of scholarship in the state. Upon retiring in 1932 he returned to Modesto to reside among those he had helped train for right living. His loss will long be felt by those who received high ideals and inspiration from his life.—By Florence Brown, Modesto.

\* \* \*

## The New World

**W**EEKLY broadcasts NBC Western States Blue Network, KGO, Mondays 9:30-10 a. m., California Teachers Association in co-operation with National Broadcasting Company. Programs directed by Arthur S. Garbett, director of education, Western Division, National Broadcasting Company.

**August 3**—Mrs. Josephine P. Smith, teacher, Soto Street Elementary School, Los Angeles; member, C. T. A. Board of Directors.

**August 10**—Gladys E. Moorhead, teacher, School for the Crippled, Los Angeles; member, C. T. A. State Council of Education; Mary A. Ball, assistant secretary, C. T. A.

**August 17**—Marguerite Shannon, vice-principal, Herbert Hoover Junior High School, San Jose; member, C. T. A. State Council of Education.

**August 24**—Chauncey W. Smith, State Superintendent of Public Instruction, Carson City, Nevada.

**August 31**—Wilbur W. Raisner, teacher, Presidio Junior High School, San Francisco; president, C. T. A. Bay Section Department of Classroom Teachers.

**September 7**—Mrs. W. A. Price, member, Board of Directors, California Congress of Parents and Teachers; managing editor, California Parent Teacher.

**September 14**—Charles K. Price, district superintendent of schools, Orland; president, C. T. A. Northern Section.

**September 21**—Major Joseph P. Nourse, superintendent of schools, San Francisco.

**September 21**—Dr. E. W. Jacobsen, superintendent of schools, Oakland.

**October 5**—Helen M. Lord, president, Los Angeles Elementary Teachers Club.

# PROGRESS

## SIGNIFICANT PROGRESS IN THE COUNTY SUPERINTENDENCY

*Bryan O. Wilson, Contra Costa County Superintendent of Schools, Martinez*

**T**HE intent of the public school organization in California is to administer a State School System through the County Superintendents.

The general statement in the School Code, "It is the duty of the Superintendent of Schools of each county: To superintend the schools of his county," is the general description of his responsibility. The other sections giving specific requirements are equally broad in scope, such as "To enforce the course of study."

There appears to be justification for the following generalization: The county superintendency is dependent on (1) the interests, training and activity of the person in office; (2) the attitude of the public within the county and the attitude and educational philosophy of the profession; (3) its relationship with the leaders in the profession through the State Department of Education and professional organizations.

Considering the above statements along with the fact that county superintendents are elected by popular vote with no professional requirements for candidacy, we have reason for pride in describing the professional development in county school administration. The writer makes no claims to a comprehensive survey of county administration. This is a report of practices which have come to his attention, with no effort made to evaluate or justify them. These practices seem to be significant not alone because of the changes they are making but also as they reflect the trends in administrative development.

Traditionally, "superintending the schools of his county" has been interpreted as being confined to those elementary schools with an A. D. A. of less than 300. General practice, however, seems to recognize the necessity for not only co-ordinating the work of all elementary schools but also articulating the work of the entire system, including secondary schools. In re-

sponse to requests and with the co-operation of the entire profession, many county superintendencies are extending services to all the schools regardless of size or grade level.

Experts in these needed services can be made available by such co-operative arrangement where individually districts could neither afford nor justify such employees. This tendency is apparently becoming more pronounced as reorganization, especially on the secondary level, is promoted. This places the county superintendent's office in the position of furnishing "consultants" rather than seeming to impose "supervisors."

Teachers are fast recognizing the importance of guidance and counseling programs. Individual psychology and mental hygiene have been given great impetus by the State Traveling Child Guidance Clinics under the leadership of Dr. Norman Fenton. In response to this activity, counties are beginning to transform their departments of child welfare and attendance from purely enforcement agencies into organizations for preventing delinquencies and maladjustments.

### Cumulative Case Histories

Administrative forms are becoming standardized, and a response to the need for case histories is seen in the use of cumulative records that describe individuals and their development.

The county institute appears to be changing from a lecture-attendance-convention technique, to a continuous program for teacher training-in-service. Much is being done in this line by means of study groups under the guidance of experts specially trained for group leadership.

Supplementing the services of consultants, the county superintendent's office is supplying research workers. They are not only carrying on the investigations asked for by the departments but are also enlisting the help of the graduate divisions of universities. The practice is mutually helpful.

With all this professional activity, the administrative duties of the county superintendent remain about the same. He is still writing the budgets for most of the smaller schools under the direction of their respective boards of trustees. He still is required to "approve" all budgets without having the power to reject them. He must "approve" district warrants in all cases where they are legally drawn so long as there are funds available, regardless of the educational justification for the expenditure. Yet, with the co-operation of the profession and boards of trustees, the expenditure record of the schools during the period of the depression is a credit to the competent financial counseling by the county superintendent.

### County Purchasing

There is also an important economy being effected by county superintendents in the standardization and purchase of supplies and equipment. In some counties, such purchasing is delegated to the county purchasing agent with marked satisfaction in the service.

In all of these random samplings there is found a record of the usefulness of a professional County Board of Education. The county superintendent frequently leans heavily on this advisory body. It often is given responsibility for establishing educational policies and fixing standards. In places it assists in a program of public relations which tends to require and support a professional administration in the county superintendency. A well-selected board of education, non-political in its ambitions and professionally trained, is perhaps the most important safety device in an elected county superintendency.

If these observations are evidence of progress, their significance is that—although not legally required to be "professional"—in service county superintendents are tending to definitely professionalize their work in keeping with better educational ideals.

### To Biology Teachers

Biology teachers can help deserving students who must work way through high school or college. I will discuss plan fully with teacher before expecting name of student. If you have ambitious young person in mind, write to

J. L. R. MARSH, Box 955, SACRAMENTO



# DISCIPLINE

## THE BEST TEACHERS DON'T MAINTAIN DISCIPLINE

*F. G. Macomber, Supervisor, Curricula and Instruction, Riverside City Schools*

**A** DISCUSSION of the problem of "maintaining discipline" invariably calls to mind an incident in the high school days of the writer which illustrates the point of this article. It was during those hectic years just following the close of the World War, when good teachers were hard to find for a small lumbering and mining community, and good administrators were just as scarce.

A new teacher had come to town in the middle of the school year to take over her duties as English instructor, and it fell her lot to teach the toughest class that the school had seen in years. The class enjoyed the reputation of having been able to "get the goat" of every one of the six high school teachers, including the principal, and felt that here was an opportunity to add new prestige to the class.

The sixteen members of the group held a "council of war" and the honor of "leading off" fell to the writer. The plan of attack was simple and direct. The writer took a seat behind the biggest boy in class, extracted a paper bag from his pocket, blew it up carefully, exploded it with a delightful bang at the most opportune moment, and waited for the expected explosion from the front. None was forthcoming.

### The Teacher Smiled

The teacher smiled, looked over in the direction of the disturbance, and said quietly, "You may go now." There was no mention of seeing the principal before coming back to class. She didn't even mention remaining after school for a "conference" to which the writer felt that he was entitled. A member of the class later furnished the information that the teacher had read poetry to them most of the period, and hadn't even made an assignment for the following day.

The next day nothing was said of the incident, nor was it ever mentioned. Instead, the teacher read *The Bells* by Poe, and followed it by an interesting story of the life of the poet. No one remembered to start another

disturbance, and again the class was dismissed with no assignments.

It didn't take long for the class to realize that here was one who was different from the majority of teachers of that time. There seemed to be no particular fun gained from creating trouble, and you somehow had the feeling that you weren't being quite square.

### You Couldn't Help It

She seemed to be more interested in the students, and in the things that they were doing, than in making them write book reviews and learning who wrote this particular bit of poetry, and why.

She seemed more concerned with presenting literature in such a way that you couldn't help liking it than in assigning tasks for the students to do. Her manner was quiet, but firm. She had a pleasing personality, although not dynamic.

At times, if things were carried too far, as they often were early in the semester, she demonstrated the ability to make one feel pretty small, but not resentful. I don't recall that she ever sent anyone to the principal or threatened expulsion. I sometimes think that she must have been a problem case herself in her early days, as she showed an uncanny insight into the things that caused poor discipline.

What is most significant, she recognized the importance of pupil interest and attitude, and was certainly more concerned with developing a co-operative attitude on the part of the class than with any subject-matter that she may have been supposed to teach.

Certainly she accomplished wonders in a situation that appeared almost hopeless, considering the lack of mor-

A. S. Barnes and Company have recently issued *The Teaching of Physical Education*, by Dr. Jackson R. Sharman, University of Michigan, and author of several widely-known texts on physical education. *Adventures in Recreation*, also published by Barnes, is by W. W. Pangburn and was prepared for the National Recreation Association.

ale and school spirit which had resulted from a continuous changing of superintendents, principals, and teachers. She had little effect on the behavior of the school as a whole. That was asking too much. But she did succeed in developing a good spirit in her own class.

The term "discipline" is slowly disappearing from the professional vocabulary of progressive educators, and its departure leaves no cause for sorrowing. Maintaining good discipline is a negative approach, and implies "sitting on the lid." It is associated with those teachers, many of them very superior teachers in a formal sense, who demand and receive courtesy, respect, and restraint on the part of the student.

It was, and still is in many schools, a symbol of quietness and orderliness in the classroom, with little pupil movement except under teacher direction. A dictator maintains good discipline; our best teachers of today are leaders in a program of activities looking to the development of pupil responsibility to himself and to the group. A brief picture of two rooms illustrates the point.

In one room a visitor may enter at any time and find everything in order, including the students. There is no talking except with permission of the teacher. The students are machines moving under strict control of the operator. Under the best of our disciplinarians the pupils are happy and are gaining knowledge at a surprising rate. Under others they are learning to dislike school and everything connected with it, but are, nevertheless, obedient and "get their lessons." That has been drilled in well.

### A Panel Discussion

Let us now go to another room. At the first glance there is apparent confusion and disorder. One looks for the teacher and finally finds her in conference with a group of students over in the corner. Possibly they are planning a panel discussion of some controversial issue, or maybe they are building a model of the Tennessee Valley power project.

Another group of students, under the leadership of a chairman, is engaged in making a geological map of

the surrounding country, or a graph showing the proportion of the world's oil supply produced by the United States. The students are active, interested, and at work. A closer study shows that what at first appeared to be confusion and lack of control by the teacher is really self control on the part of the students in a situation teaming with purposeful activity.

### They Are Too Interested

In this situation the teacher doesn't need to be concerned about keeping discipline as the students are too much interested with what they are doing to "start something" in order to get attention, to liven things up a bit, or to just get even with the teacher for the unpleasant tasks imposed upon them.

True, we will always have some disciplinary problems, and they must be made the object of careful diagnosis and treatment. Poor discipline in a room, however, is primarily a failure on the part of the school and teacher to develop a curriculum of activities challenging to the pupil, within his level of insight, and which he sees as being progress towards desirable goals.

A teacher who has to "keep discipline," even though she is most successful in so doing, is not a superior teacher in terms of modern educational goals. An educational system that requires disciplinarians is failing in its chief function—that of developing character and good citizenship.

Granted that a teacher who cannot lead must be a good disciplinarian or there will be chaos, yet the best teachers are those who don't have to maintain discipline.

\* \* \*

### How to Write

The A. N. Palmer Company has brought out a noteworthy series of three booklets on manuscript penmanship—Show Me How to Write, Books 1 and 2, and Teacher's Guide. The author is Edith Underwood Conard, instructor in nursery school and kindergarten-first grade education, Teachers College, Columbia University. The many illustrations are by Gretchen O. Murray, instructor in Horace Mann School there.

Manuscript writing is coming into wide usage in progressive primary schools.

## Occupations

**G**INN AND COMPANY have brought out a thoroughly modern text on Occupations by John M. Brewer, Graduate School of Education, Harvard University. This comprehensive manual (for the educational, civic and vocational guidance of boys and girls) comprises 640 pages and is abundantly illustrated.

Brewer's text is a particularly fine and well planned example of the best in progressive school texts. It is prophetic of the New School.

\* \* \*

Fourth annual research bulletin of the National Conference on Research in Elementary School English is entitled Research Problems in Reading in the Elementary School. Under the editorship of Professor D. D. Durrell of Boston University, it reviews the present status of research in reading. The price is 50 cents.

Also published this year is the first committee report entitled Bibliography of Unpublished Studies in Elementary School English 1925-1934; a summarization and critical evaluation of recent important studies in elementary school language not otherwise available. The price is 25 cents. Copies may be obtained by addressing the secretary, C. C. Certain, Box 67, North End Station, Detroit, Michigan.

\* \* \*

Additional school accommodations in New York State public schools during the past three years, through assistance of PWA funds, totaled 3180 new classrooms with accommodations for 131,231 students.

Over 200 new buildings have been built and 24 additional schools are being renovated and repaired with federal funds. The total value of the projects is 80 million dollars.

\* \* \*

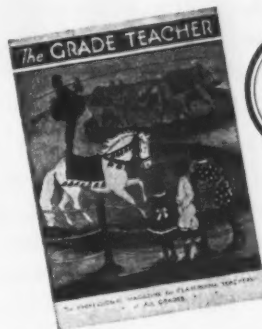
Everett Dean Martin, Litt.D., well-known author and lecturer, is now professor of social philosophy at Claremont Colleges and lecturer on adult education.

Dr. Martin is a leader of the national movement to extend higher education to ever-widening circles of mature seekers of knowledge and one of the organizers of the American Association for Adult Education. Mrs. Martin, who is associated with her husband in movements for public education and welfare, is president of the Child Study Association of the United States.

Dr. Martin is a graduate and a doctor of literature from Illinois College; a graduate of McCormick Theological Seminary; been professor of social philosophy at Cooper Union, New York; visiting lecturer at New York University; director of the People's Institute of New York since 1922.

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FLORENCE HALE  
EDITOR

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## WILD FLOWERS

### WILD-FLOWER EXHIBIT AN AID TO CONSERVATION TEACHING

*Ruth Ferranti, Teacher, Roosevelt School, Burlingame*

**P**UBLIC school teachers today are faced with the difficult problem of teaching conservation of wild-flowers, and at the same time seeing that the children obey the California law which prohibits the picking of wild-flowers along public highways or on private lands without the consent of the owner.

The basis of all true conservation teachings must be the instilling of a deep and lasting appreciation and understanding of our plants, animals, and scenic beauty. Children love wild-flowers and show a fine aesthetic response toward their beauty in form and color. It is absolutely essential that they be given the opportunity of seeing each flower which is discussed, so that they can make it a part of their real life experiences.

Then, because they know the reason why the flower should be protected, and because they have felt within themselves the emotional response to its beauty, they will do all in their power to see that careless and uninformed people do not destroy it.

#### An Excellent Display Rack

In connection with California Public Schools Week observance, our class in elementary science prepared a wild-flower exhibit which was the culmination of an activity on this subject. The exhibit was displayed on a lattice-work rack built by the students. Flowers were placed in mayonnaise jars painted black and wired to the rack. The names of flowers were printed on gummed labels. We found this device to be a most successful one for exhibiting wild flowers so that each specimen could be readily seen.

In picking flowers we were fortunate in finding a man in the community whose hobby was flower collecting. For many Saturdays previous to the exhibit he took a small group of interested children to the spots where the rare flowers grow. Through the enthusiastic reports of these children, the whole class became interested.

On the day before our exhibit, our friend helped these children gather flowers, and of course saw to it that no laws were broken. Other members of the class gathered specimens of the abundant flowers such as California poppies, mustard, suncups, etc. In this manner we were careful to avoid waste and duplication.

A very few of the flowers were gathered by children who went on weekend trips outside the community. These flowers were kept wonderfully fresh for almost a week by placing them in the hydrators of our electric refrigerators.

The display gave opportunity for numerous lessons in wild-flower study. After the observance was over many of the flowers were removed immediately for pressing and framing. One hundred fourteen varieties of flowers were identified and exhibited, as follows:

1. Birdseye Gilia
2. Rock Phacelia
3. Water-cress
4. Pink Radish.
5. Flowering Currant
6. Ithuriel's Spear
7. Wild Rose
8. Wild Honeysuckle
9. Caterpillar Phacelia
10. Senecio
11. Deerweed
12. Baby Blue-eyes
13. Blue Dicks
14. Hedge-nettle
15. Chinese Houses
16. Western Dogwood
17. Woodland Star
18. Sheep Sorrel
19. White Gilia.
20. Star-flowered Solomon's Seal
21. Golden Mimulus
22. Prunella
23. Zygadene Lily
24. Owl Flower
25. Salsify
26. Everlasting Flower
27. White Radish
28. Yerba Santa
29. Buttercup
30. Wild Forget-me-not
31. Meadow Forget-me-not
32. California Bee Plant
33. Red Pea
34. California Poppy
35. Vervenia
36. Blue Elderberry
37. Yellow Oxalis
38. Purple Sanicle
39. Tidy Tips
40. Feather Gilia
41. Convolvulus subcaulis

42. Bindweed
43. Blue Phacelia
44. Blue Nightshade
45. Rhododendron
46. Clintonia
47. Yellow Grass Iris
48. White Grass Iris
49. Blue Gilia
50. Thermopsis
51. Snowberry
52. Johnny Jump-up
53. Royal Larkspur
54. Checkerbloom
55. Indian Warrior
56. Wild Parsley
57. Winter Cress
58. Thimbleberry
59. Red Columbine
60. Curly Dock
61. Wild Geranium
62. Green-stemmed Alfilarilla
63. Sweet Clover
64. Indian Paint-brush
65. Pitcher Sage
66. Dwarf Lupine
67. Powderhorn
68. Cheeseweed
69. Miners Lettuce
70. Ninebark
71. White Linanthus
72. Willow Herb
73. Fremontia
74. Bleeding Heart
75. Rozilla
76. Creek Dogwood
77. White Lupine
78. Hill Lotus
79. Wild Strawberry
80. California Buckeye
81. Footsteps of Spring
82. Black Mustard
83. Sticky Monkey-flower
84. Blow Wives
85. Bush Poppy
86. Yellow Mustard
87. Wild Blackberry
88. Yellow Radish
89. Golden Yarrow
90. Acaena
91. Red-stemmed Alfilarilla
92. Western Goldenrod
93. Fiddleneck
94. Gold Fields
95. Wild Lilac
96. Gum Plant
97. Valerian
98. Windmill Pink
99. Hens and Chickens
100. Ballardia
101. Brass Buttons
102. Yellow Stonecrop
103. Tom Cat Clover
104. Common Yarrow
105. Huckleberry
106. Goat Chicory
107. Toad Flax
108. Western Wallflower
109. Wyethia
110. Pretty Birdsfoot
111. Sand Spurrey
112. Cow Parsnip
113. Pineapple Weed
114. Buff Gilia

\* \* \*

A. C. Walworth, jr., of Houghton Mifflin Company, has brought to our notice an interesting recent article by Lucy Fitch Perkins, internationally-known author of "The Twins" series, more than two million copies of which series have been distributed. The article, published in *Elementary English Review*, is accompanied by a full-page plate showing Mrs. Perkins in the lovely garden of her home at Evanston, Illinois.

# HIGH SCHOOL SCIENCE

Survey of Enrollments in Science Courses of Senior High Schools  
Los Angeles County—1934-35

**D**ONALD R. WATSON, head of the science department, Citrus Union High School, reports that during the past school year the science teachers of Los Angeles County have studied the science curriculum.

Mr. Watson is a member of the central committee of four, through which Dr. Trillingham, in charge of the project, has worked.

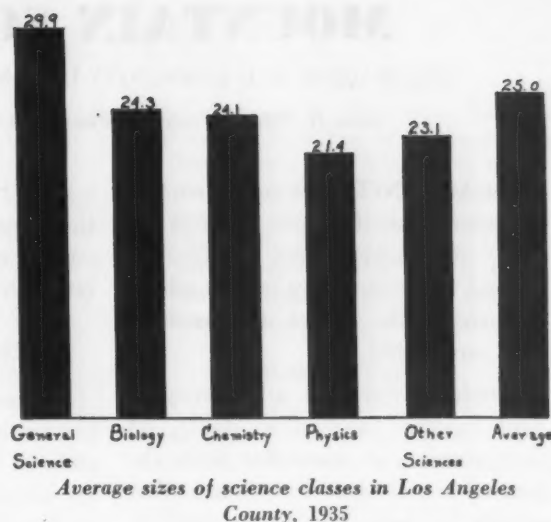
Herewith is presented a synopsis by Mr. Watson together with two bar-type graphs illustrating distributions of enrollment and size of classes.

Number of schools studied—23.

Total enrollment studied—23,433.

Average enrollment of schools studied—1019.

Range of enrollments (3200 to 182).



## Part I. Enrollment in Science Classes

1—General Science. (only 15 schools had the 9th year)  
pupil enrollment—2302.  
mean per cent of total students—15.8.  
range (30.0 to 2.6 per cent).

2—Biology  
pupil enrollment—3448.  
mean per cent of total students—15.7.  
range (37.5 to 1.8 per cent).

3—Chemistry  
pupil enrollment—2520.  
mean per cent of total students—11.3.  
range (21.2 to 0. per cent).

4—Physics  
pupil enrollment—1162.  
mean per cent of total students—5.2.  
range (12 to 1.6).

5—Other Sciences  
pupil enrollment—1719.  
mean per cent of total students—7.5.  
range (21.6 to 0.)

## 6—All Sciences

pupil enrollment—11,368.  
mean per cent of students—47.5.  
range (87.8 to 17.8).

## Part II. Size of Classes

1—General Science  
77 classes averaging 29.9 pupils.

2—Biology  
135 classes averaging 24.3 pupils.

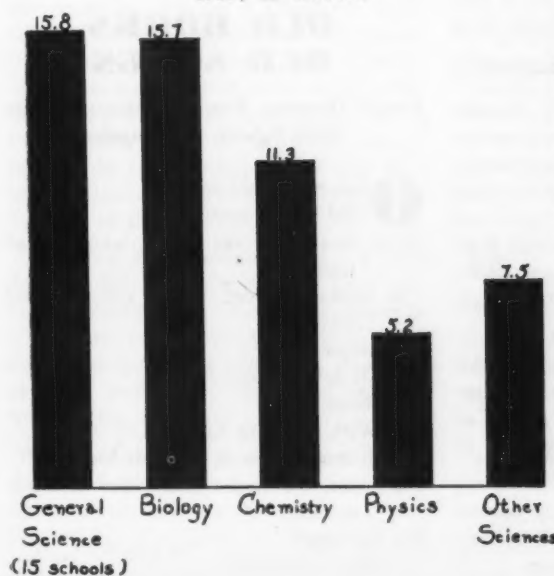
3—Chemistry  
102 classes averaging 24.1 pupils.

4—Physics  
51 classes averaging 21.4 pupils.

5—Other Sciences  
67 classes averaging 23.1 pupils.

6—Total  
432 classes averaging 25.0 pupils.

Percentages of total student enrollment in various science courses; Los Angeles County, 1935; 23 schools.



## Pitman Books

**P**ITMAN Publishing Corporation of New York City have brought out two important new texts: (1) Factual Outlines of English Literature, from the beginnings to 1900, is by Dr. W. M. Smith, associate professor of English literature, Mills College. It is an admirable and concise manual.

(2) The Magic of Speech, studies in spoken English, by Veda R. Sutton, chairman of the Radio Council for American Speech, is a practical text of 200 pages. It includes numerous short plays for class reading.

Rachel Davis-DuBois, nationally known lecturer in education, Teachers College, Columbia University; and executive secretary, service bureau for Education in Human Relations, New York City, offers a course in **Education in Human Relations**; auspices University of California Extension Division. San Francisco course begins September 28, Oakland, September 30; 7 p. m., 10 weekly sessions; 1 unit of credit.

## Winston Dictionary

**W**INSTON Simplified Dictionary for Schools. Edited by Thomas Kite Brown, jr., and William Dodge Lewis. 1004 pages; 1729 illustrations, including 10 full-color plates; 24 pages of colored maps; 46,000 terms defined by United States Government count. List price, \$1.28; or, with thumb index, \$1.52. John C. Winston Company, 149 New Montgomery Street, San Francisco.

Here is one of the outstanding books of the school year—a scholarly and attractive volume which is, in many important respects, one of the finest school dictionaries ever published. Newest member of the Winston Simplified Dictionary family, the book bears a perceptible “family resemblance” which will please all who have used and enjoyed the earlier editions. Nevertheless, it is an entirely new work, printed from new, large type, and arranged on a new plan which makes use really easy, even for young pupils.

The treatment of geographic names is another remarkable feature. Definitions are unusually full and informative, including often enough, special information which is interesting or pertinent. In addition, there are specific cross references from the definitions to the 24 colored maps at the back of the book, encouraging the pupil to make a quick reference to the map when he looks up a geographical name.

The format is distinctly pleasing, with clear, open page arrangement and large, easily-read type—eight-point for body matter and ten-point boldface for finding words. The illustrations are abundant and excellent.



## MOUNTAIN SCHOOL

### THE TEACHER AND COMMUNITY LIFE IN A MOUNTAIN TOWN

*John H. Palmer, Principal, Placerville Grammar School*

**C**OMMUNITY life in a mountain community has three parts, as follows: First, the teacher-parent relationship. Second, the community service side of a teacher's life. Third, the teacher's own private life.

Teachers have had a tendency to herd together, and in so doing, set themselves apart somewhat from the general life of their community. Part of this has been due, in the past, to fear of criticism. Any tendency to remain aloof is not conducive to the best relationships between teacher and community.

When teachers engage themselves in the activities of their community, and go about their affairs as any other citizen should do, then many of the troubles of our profession will pass away. Teachers are normal human beings. They have likes and dislikes the same as any one else. When they take part in community affairs people come to know them away from the job, and realize that after all that school teacher is a pretty good sort of a person.

#### Community Service

Teacher and parent relationship is naturally going to occur in all three of the types of community life discussed. The actual contact on school affairs is a relationship all by itself. Our mountain people are, on the whole, very liberal-minded people. They are intensely interested in education, and evidence this interest in that greatest of all relationships, the parent-teacher association. Here is the best opportunity for the parent to know the teacher and the teacher the parent. We have here a common ground and a common purpose wherein a cordial feeling is established.

Foremost of all opportunities for teachers to improve the relationship of teachers and other citizens is the community service opportunity that presents itself to teachers of our mountain districts. Here the teacher can meet others on a common ground, away from the schoolroom and on equal

terms. Here it is that the teacher has the greatest chance to improve the cordial relationships she has tried to establish in school.

#### Committees and Friends

The greatest chance for such service lies in the field of community service clubs or organizations operating solely for service purposes. In these organizations the teacher gets to know intimately the leaders of the community. Work on committees is accomplished side by side, and each gets to know and appreciate the other. Friendships develop, people get to know and like each other, and the teacher is able to relax and really enjoy herself or himself.

Another good chance for community service is the lodge. This of course is different from the service club, but serves the same purpose, that of acquaintance, mutual liking and respect, and again allows the teacher to view and be viewed in a citizenship capacity.

The church cannot be overlooked as a place for teacher service. In fact, it has long been looked on as the one place above all that a teacher should serve. The church offers a wonderful opportunity for service.

The welfare problem offers a good opportunity for teachers to do a fine piece of service. The Red Cross and

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Walter Gailey Hoffman, Los Angeles public schools, formerly director of curriculum in the high school, Chico, has written a particularly significant and valuable text, *Pacific Relations*. It covers the races and nationalities of the Pacific area and their problems. President Rufus B. von Klein-Smid, University of Southern California, has written the foreword.

Mr. Hoffman's book, admirably arranged and illustrated (brought out by McGraw Hill Book Company) is a pioneer text in an extremely important field, especially in schools throughout the Pacific Coast.

This modern and forward-looking volume should have a large place both as a basic text and for extensive reference use.

local welfare groups are never overstocked with help, and certainly the respect of the community is assured one who participates in this work.

Some teachers enter into the more formal side of public service such as holding elective city offices, or serving on chambers of commerce. These, too, hold the same fine chances for service.

There is a possibility that the service side can be overdone to the detriment of one's own work or private life. It has not been the purpose of this paper to intimate that teacher should engage in all of the above, but rather to indicate some of the things different teachers in our communities are doing in the way of service.

**N**OW we come to the last of our three topics, that of the teacher's private life. As was said above, our mountain communities are quite liberal-minded. Our mountain communities welcome the participation of teachers in social events.

Teachers in these areas have a great opportunity for freedom in private life; they have an excellent opportunity to make themselves members of a community wherein they can give, first, good service in their official positions, and, also service to their community, and by so doing make themselves not only happy, but make their profession one to be looked up to. Every teacher also has a duty to the profession, namely, that of joining and participating in local, state and national teacher organizations.

\* \* \*

### OLD BOOKS OLD SONGS

*Claude Downing, Teacher, Lafayette Junior High School, Los Angeles*

**O**LD books, old songs,  
Old friends around.  
What more can one desire who has all these?  
Old books, between whose yellow, faded leaves  
A treasure-house  
Of love is found.  
Old songs  
With haunting harmony,  
Which bring again in all their loveliness  
Old loves, old hopes and hours of sweet success.  
We live again  
Life's symphony.

# ORIENTATION

## ORIENTATION AS A FOCAL POINT IN THE CORE CURRICULUM

A. D. Graves, Superintendent City Schools, San Bernardino

**T**HE orientation program as a basic course used in several California high schools and junior colleges has much in common with the core curriculum. Both seek to provide integrating experiences for the individual. Both attempt the more functional aspects of education. Both concern themselves with adjustments to the social order.

Orientation courses as they are organized in most places are group guidance courses. They cover such important phases of the educational program as personality adjustment, vocational opportunities, the discovery of interests and abilities, motivation for healthful social contacts, leisure time activities, and the planning of school and life programs.

### Individualized Programs

The San Bernardino City Schools have such a course on the tenth grade level and emphasize particularly the planning of a program for each individual through the balance of his high school career. If the pupil is college material he examines carefully the colleges available to him and tentatively plans his course in college. Of course some pupils are helped to realize that they are not college material. Due to the fact that these orientation courses are taught by trained counselors, the individual is the course of study and his needs determine his direction of the work.

Orientation concerns itself with specialized training to some degree, but it is no less interested in those common understandings that form the basis for a democratic civilization. The core curriculum aims at cultural and social needs and the problems of everyday living, but it cannot leave out the individual; his idiosyncracies, ambitions, needs and interests. Both are definitely tied together. As each develops there may be a tendency to overlap more and more into the field of the other.

Guidance as an extra-curricular activity does not function as it should. That, perhaps, is a prime reason for the development of the core curriculum. Certainly it is the essence of progressive education. The techniques of guidance are rapidly finding their way into the classroom.

There are at least four reasons why one of these fields or ideas contributes to and is inevitably tied up with the other:

1. Boys and girls cannot reach their full development as contributors to society with-

out understanding themselves as human beings in relation to other people. Their own purpose in life colors their reaction to the social scene.

2. Living together involves more than a study of society and its problems. It involves individual reactions and needs, emotional adjustments, the ability to recognize reality, overcome failure, and to plan effectively. (In other words, orientation.)

3. The core curriculum must adapt itself to different levels of ability. An aesthetic experience for one child may be something decidedly different for another. The body of general scientific knowledge for one person may be wholly incomprehensible for some one else. A social concept wholly understandable for a boy of superior intellect may be without meaning to his brother of border-line intelligence. The group guidance course offers an excellent place for diagnosis and the planning of treatment.

4. Orientation reaches out from the school into the home for its advice and understanding, into the community for vocational opportunities and social contacts, and into the school program for what it may offer the individual in the way of functional experience. In these contacts the orientation program motivates the core curriculum.

### Important Practical Aspects

There are practical aspects to the situation which are important to the teacher and administrator. There is a danger that the core curriculum hastily set up around the traditional academic subjects may retain too much of the old program. Few would deny that many of the things that we have done for years are highly valuable, but if we, as teachers, can face reality we must admit that the traditional program originally set up for a selected group of students will not work for a large part of the population that now attends both the high school and junior college. In the light of recent social, economic, and political changes it is doubtful if the traditional curriculum would even function for the selected group.

**W**E have two possible methods of attacking the problem:

1. Set up a core curriculum based on a sound philosophy of education in the light of recent changes and which we assume will meet the needs of boys and girls.

2. Set up a continually-changing core curriculum based upon the findings of our guidance program.

The practical aspects of the situation probably demand a program somewhere between the two. In this connection it is in-

teresting to note the preliminary work of the Committee on Records and Reports of the Commission on the Relation of School and College of the Progressive Education Association. As a part of their work they are attempting to find methods of evaluating such desirable qualities as responsibility, creativeness, the inquiring mind, open-mindedness, et cetera. These are traits that are not only necessary for better social life, but for more effective vocational life and a more satisfactory emotional adjustment.

### A Core for Better Life

A core curriculum with orientation as a background, a basis, or a focal point offers some very real values. In a large sense the core curriculum is orientation to a happier, fuller, more productive life. The orientation or group guidance course as it is ordinarily conceived is a part of that adjustment. It is that part which helps the student to direct himself into channels that are productive for him. It is another step in the direction of building the guidance program into the curriculum instead of setting it up on the outside. Its effect on the changes that are to come in the curriculum should be a wholesome one.

The orientation course has no background in tradition; it is comparatively a new thing. It must face reality; adapt itself to whatever changes occur; find its usefulness in real need. It offers a different point of view than the traditional curriculum.

\* \* \*

George H. Geyer, district superintendent, Westwood elementary schools, Lassen County and principal of the high school there, is this year at Teachers College, Columbia University (on leave of absence), where he will study for his doctorate. He is one of the younger California superintendents and is a native son.

\* \* \*

Dr. Hollis P. Allen, acting head, department of education, Claremont Colleges, takes his sabbatical leave this school year and has been asked to assume the position of registrar of the Graduate School of Education and director of teacher appointments at Harvard. Dr. Allen is one of the younger men of education who has made a real contribution to California school procedure.

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## Childrens Books

**C**ALIFORNIA LIBRARY ASSOCIATION has a section for work with boys and girls, with a membership of 150 librarians. We have a publicity committee in this section, newly organized this year, whose purpose is to furnish advance information about the best new books for boys and girls. Our first bulletin was issued in August. There will be ten numbers during the year. Subscription 50 cents.

The members of the publicity committee are Marion Horton, Los Angeles City School Library; Claire Nolte, Los Angeles County Library, supervisor children and school; Lenore Townsend, Beverly Hills School Libraries, supervisor; Marjorie Fullwood, Franklin Junior High School, Long Beach, and myself.

We are planning to have each number of the bulletin slightly different; for instance, in September Miss Horton is writing an editorial on the new life of Audubon by Constance Rourke and Green Laurels

by Donald Ross Peattie. These, of course, in addition to the regular book notes, announcing the worthwhile new books. The bulletin will be ready the first of each month.—Gladys English, department librarian, work with children, Los Angeles Public Library.

\* \* \*

## Six Decades Back

**C**HARLES SHIRLEY WALGAMOTT went to Idaho in 1875 and there spent most of his life. He learned intimately the early history of the state. He saw the evolution of a great state and agricultural empire. He knew the men who built it and he himself had a hand in the building.

In "Six Decades Back" he tells the story with all the genial simplicity and humor of a generation which has written a great Western chapter in the history of our nation. Now retired, Mr. Walgamott and his wife live in Los Angeles.

The book, 358 pages, illustrated, is published by Caxton Printers, Caldwell, Idaho.

## COMING

**August 31-Sept. 7**—World Congress of Youth. Geneva, Switzerland.

**September**—San Jose City teachers institute.

**September 5**—C. T. A. Board of Directors; regular meeting. San Francisco.

**September 14-16**—C. T. A. North Coast Section annual convention and teachers institutes. Willits.

**September 17**—United States Constitution Sesquicentennial Observance.

**September 19**—C. T. A. Bay Section Council. Sir Francis Drake Hotel, San Francisco.

**September 25**—Trinity County teachers institute. Weaverville.

**October**—C. T. A. Central Section Council. Fresno.

**October 3**—C. T. A. Southern Section Council. Los Angeles.

**November 9-15**—American Education Week.

Write to National Education Association, 1201 16th St., N. W., Washington, D. C., for complete materials.

**November 15-21**—National Childrens Book Week.

**November 23-25**—C. T. A. Central Coast Section annual convention and teachers institutes. Santa Cruz.

**November 23-25**—C. T. A. Central Section annual convention and teachers institutes.

**November 24, 25**—C. T. A. Bay Section teachers institutes.

**December 14-16**—Los Angeles City teachers institute.

**December 16-18**—Placer County teachers institute. Auburn.

**June 7-13, 1937**—Shut-In Week. San Francisco Shut-In Association, 150 Golden Gate Avenue; Peter R. Maloney, president.

**August 2-7, 1937**—World Federation of Education Associations. Seventh biennial conference; Tokyo, Japan.

\* \* \*

## Hobbies

**B.**W. PAINTER, principal, Sutter Junior High School, Sacramento, and his associates, have brought out an interesting and attractive 24-page booklet entitled "Vacation Hobbies, Sacramento Public Schools, Summer—1936."

The book was printed by pupils of Sutter Junior High School and distributed in the spring. Chairman of the committee was Elizabeth A. Crews, home economics department. The booklet attractively presents opportunities for planning and spending a more enjoyable vacation.

Such booklets as these are indicative of genuine progressive education. The Sutter School has been carrying on such a program during vacations for a number of years with gratifying success. This year all Sacramento junior high schools co-operated in giving their pupils booklets to guide and stimulate them toward worth while vacation accomplishments.



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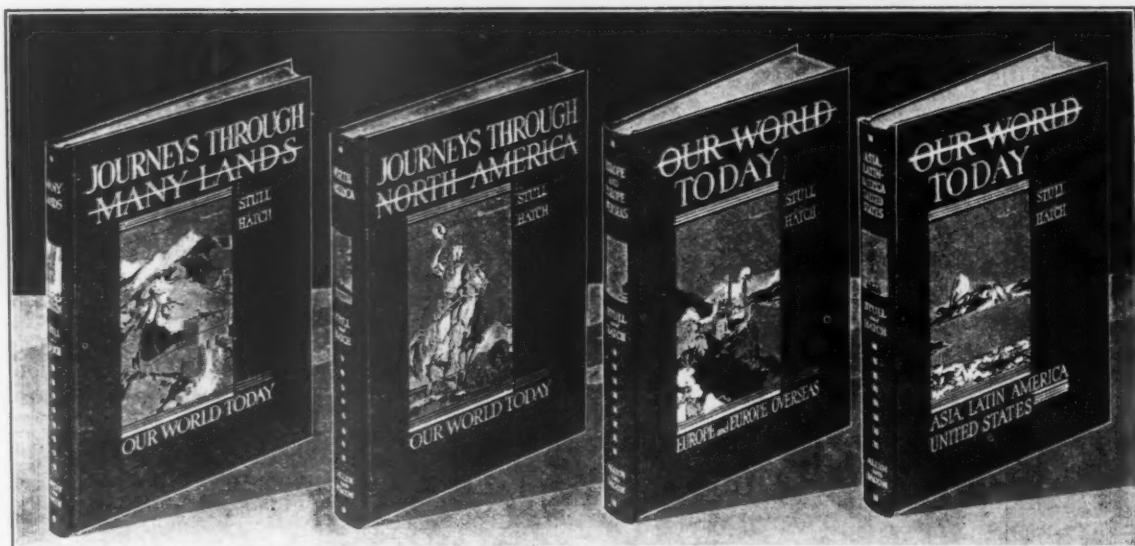
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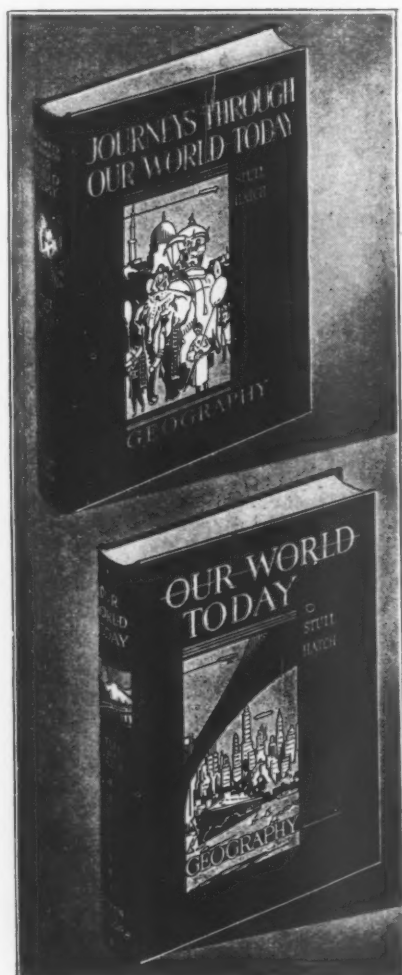
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